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ABSTRACT

The purpose of this curriculum guide is to help the second grade teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teacher's additions, deletions, notes and criticisms which will be useful when the guide is revised. The guide is sectioned according to subject matter (English, math, science, and social studies). Vertical columns are arranged for each subject area relating the curriculum concepts to: curriculum performance objective, bilingual, suggested curriculum teaching methods, career awareness, character education, and audio-visual and resource materials. The guide closes with an eighteeen-page section of visual aid examples and fourteen pages of audio-visual source information. (DS)

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CAREER EDUCATION CENTER

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HARLANDALE INDEPENDENT SCHOOL DISTRICT

SAN ANTONIO, TEXAS

ED 087915

CURRICULUM GUIDES

FOR

SECOND GRADE

ENGLISH - MATH - SCIENCE - SOCIAL STUDIES

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CAREER EDUCATION CENTER
HARLANDALE INDEPENDENT SCHOOL CISTRICT

Preface

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms especially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.

C. N. Boggess

C. N. Boggess, Superintendent
Harlandale Independent School District

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Dear Teacher:

This curriculum guide has been prepared to help you as you endeavor to fulfill your teaching responsibilities. Please feel free, as you use it, to add your comments, suggestions and constructive criticism in the appropriate column as these will be needed when the guide is revised at the end of the school year. Also any additional resource materials which you think would be beneficial and should be included can be added at your discretion. If you need any assistance during the year, you may contact the Career Education Center (924-8272) or Mrs. Penny Taylor (924-2301).

Note: Sources and materials for Character Education can be found in the curriculum guide available from the following:

Character Education Project
American Institute For Character Education
118 Broadway
San Antonio, Texas 78205

Copies of these guides are in each elementary school. Please check with your principals.

A C K N O W L E D G E M E N T S

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LANGUAGE ARTS - SECOND GRADE

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Picture Reading and Story Telling.	The child will be able to perform the following activities: 1. State at least one conclusion from clues he has seen in a picture. 2. List and place in proper sequence at least three or four story events read to him by the teacher or from a story record.	Vocabulary: driver - chofer taxi - libre, taxi pilot - piloto engineer - ingeniero captain - capitán Concept: La leyenda de cuentos inspira el conocimiento de carreras. Ex. Quiero ser chofer de libre. Performance Objectives: El alumno comentará sobre el cuento de la carrera que ha oído. Methods: Después de escuchar el cuento del chofer de libre, discuta otras clases de "choferes", de autobús, de tren (el ingeniero), de barco (el capitán), de metro y de avión (piloto).	1. The teacher will show the child a picture of a car, a bicycle, and a boy lying on the ground. From the clues in the pictures the child will tell what has happened. 2. The teacher will read stories on the child's vocabulary and interest level. 3. Large pictures from Great Art Series (16 x 20) can be used by the teacher for class participation in story telling. 4. Create own class stories by getting the children to note as many things as possible about a picture as the teacher lists them on the board. Allow the children to arrange the list in sequence and then write a story for the picture on a chart tablet, by dictating to the teacher.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Story reading is good motivational material for career awareness. Example: I Want To Be A Taxi Driver. Performance Objectives: The child will make statements about the career story read to him. Methods: After listening to the story about the taxi driver, discuss the other types of "drivers." Bus driver, Engineer, Ferryboat Captain, Motorman of a subway, and Pilot.	Concept: One of the standards of character and conduct of Freedom's Code is to use time and talents creditably. Performance Objectives The child will tell some of the ways in which the story character used his time and talents creditably. Methods: 1. See Living With Me And Others, p. 75-81 for teaching suggestions. 2. Discuss talents needed to be a taxi driver.	1. Harlandale Audio-Visual Center: filmstrips - Y-57 "The Bus Driver" Community Helper Series, Set 1 H-90 "Name the Picture" Fundamentals of Language Cassette tape: Cas. T-76 "Visiting an Airport" All Aboard! Let's Go! Series 2. Available from the Children's Press, Chicago, Illinois I Want To Be A TAXI DRIVER, by Baker Bilingual Harlandale Audio-Visual Center: filmstrips: S-174 El transporte es importante S-173 Como Viajamos	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Expanding sentences.	**The child will be able to perform the following activities:** 1. Read, write and compose correctly at least three compound words. 2. In four original sentences, use correctly two verbs which need a helping word. 3. Use correctly in two sentences each of the following: is, are, was, were. 4. In five given sentences, mark the following parts of speech: a. underline the nouns b. circle the verbs c. draw a line over an adjective 5. Substitute at least two nouns and two verbs in a given sentence. 6. Orally describe the feeling suggested by five sentences which paint a picture, describe a character or a place more vividly.	Vocabulary: title - título, nombre worker - trabajador letter - carta mailman - cartero Concept: Algunos títulos de trabajadores son palabras compuesta del trabajo que se hace. Performance Objectives: El alumno ofrecerá títulos compuestos de trabajadores. Ejemplo carta-cartero pan-panadero. Methods: Al recibir señas, el alumno dirá la palabra compuesta y dará una lista de característicos que la persona necesita para hacer su trabajo bien. Example: El señor que nos trae las cartas es un _____. (See Peabody Kit Manual & People Cards from the Kit.)	1. The child will write sentences placing the correct verb in the sentences, some needing helping verbs. 2. The child will write a sentence using a noun or verb subsitute. Example: Men Work. Pupils work. 3. Observe and discuss filmstrips. Note: The child should carry-over expanded sentence skills into other subject areas and into his spoken language.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Some of the titles of workers can be taught along with the teaching of compound words. Performance Objectives: The child will volunteer some workers names whose titles are compound words. Example: fireman, policeman. Methods: Given clues to a compound word the child will form the compound word and list some of the traits that person needs to do his job well. Example: A man who brings us mail is a _____. (See Peabody Kit Manual and People Cards from the Kit.)	Concept: Kindness is a quality needed in some jobs. Performance Objectives The child will evaluate several of these jobs to see if kindness is needed in these occupations. Methods: 1. Ask children for the names of workers and list on the board. 2. Use this list to find out if kindness would be needed in their job. 3. Discuss how kindness might help students. 4. Observe and discuss filmstrip.	1. Harlandale Audio-Visual Center: filmstrips - F-51 "Words That Name Things" F-52 "Words That Show Action" F-55 "Words That Describe Things" F-56 "Words Telling How, When, Where" Beginning Grammar Series 2. Peabody Oral Language Development Kit, Level A, American Guidance Service, Inc. Bilingual Harlandale Audio-Visual Center: filmstrips - S-169 ¿Cómo la gente se Gana la Vida? S-154 Otros Trabajadores de la Comunidad. See Appendix in this Guide: Cuadros: "Auxiliadores de la Comunidad"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Continuing skills using sentences.	**The child will be able to perform the following activities:** 1. Change orally at least two telling sentences into describing sentences. 2. Change orally at least two telling sentences into questions. 3. Write a friendly letter using at least three sentences. 4. Write a thank-you letter using at least three sentences.	Vocabulary: interview - entrevista seasonal - temporada agriculture - agrícola Concept: Una buena manera de enseñar el conocimiento de carreras es el tener entrevistas en clase. Algunas carreras son de temporada. Ejemplos: campesinos y la agrícola. Performance Objectives: El alumno preguntará 1. preguntas acerca de su trabajo. 2. cuales trabajos son solamente de temporadas. Methods: 1. Invite y haga una entrevista a un campesino en clase. 2. Pregúntele de lo que hace en cada estación. 3. Pregúntele acerca de otras cosas que hace en su hacienda; el comprar semillas o animales, el vender sus productos, etc. 4. Vea películas. 5. Escuche cintas o discos.	1. Write on the board sentences dictated by the children. Get the children to think of describing words (adjectives and adverbs) and rewrite the orginal sentences and compare the difference that a few describing words make with the orginal sentence. 2. Have children write friendly letters to friends or family or school personnel. 3. Have children write a thank-you letter to someone who has done something nice for the class. 4. Use some of the dicated sentences to have children rearrange them into questions from the telling sentences. 5. Observe and discuss the filmstrips.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: A good way to teach career awareness is to hold interviews during class time. Some careers are seasonal. Examples: farmers and agri-business. **Performance Objectives:** The child will be able to: 1. Ask questions pertaining to the visitor's occupation. 2. Tell how some jobs are restricted to seasonal changes. **Methods:** 1. Interview a farmer or truck-farmer invited to class. 2. Ask questions about what he does in each season. 3. Ask questions about other things he does besides work on a farm, buying seeds or animals, selling farm products, etc. 4. View filmstrips. 5. Listen to recordings.	**Concept:** Some questions reveal attitudes needed for some occupations. **Performance Objectives** Through questioning, the child will learn specific standards needed for that occupation. **Methods:** 1. Ask the farmer what kinds of people could be farmers. 2. Ask farmer to give his opinion of moral standards applying to farming. 3. After interview ask children to assist you in making a list of admirable qualities of a farmer.	Harlandale Audio-Visual Center: filmstrips - E-53 "What Is a Sentence" E-58 "Writing Conversation" Beginning Grammar Series R-37 "Stories Behind Words" Language Arts Series S-68 "Letter Writing For A Reason" Using Good English Series BB-12 "Truck Farming" with cassette tape T-6 The American Farmer and Our Food Supply Cassette Tape: Cas-T-69 "Visiting A Farm," All Aboard! Let's Go! Series Bilingual Harlandale Audio-Visual Center: filmstrips - S-172 La Cuidad y el Campo se necesitan uno a otro. S-175 Una Visita a una Granja S-186 Comestibles del campo.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Understanding the use of punctuation.	**The child will be able to perform the following activities:** Given ten sentences without punctuation: a. Use a period after a telling sentence, after an abbreviation and after an initial. b. Use a question mark after an asking sentence. c. Place an apostrophe to show ownership and in a contraction. d. Place commas in a sentence where required. e. Use quotation marks to set off the exact words of a speaker. f. Use an exclamation mark to show feelings.	Vocabulary: author - autor typist - mecanógrafa writer - escritor Concept: Un autor, mecanógrafa, y escritor necesita saber bien la puntuación. Performance Objectives: El alumno dará razones porque estos empleos necesitan saber la puntuación. Methods: 1. Haga el papel de los siguientes empleos y explique porque deben saber la puntuación: escritor, poeta, autor, reportero, mecanógrafa. 2. Vea y discuta películas. 3. Lea libros de tales empleos y dé reportes orales. Ejemplos: Quiero ser una secretaria. Quiero ser un reportero de noticias.	1. Have students observe commas in sentences separating the exact words of a speaker from the rest of the sentence, between the day of the month and the year; after the greeting of a friendly letter; after the closing of a letter; between the name of the town or city and state. 2. Using paper bag puppets (period, question mark, exclamation mark, comma, quotation mark, and apostrophe) role play the job of each. 3. Give a ditto sheet of sentences omitting the punctuation for the child to correct, making sure to include all above punctuation areas. 4. View and discuss filmstrips.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: An author, typist, and writer needs to have a good knowledge of punctuation. Performance Objectives: The child will give reasons why these occupations need this knowledge. Methods: 1. Role play the following jobs and why they need to know punctuation: writer, poet, author, reporter, typist. 2. View and discuss filmstrips. 3. Read library books about the above jobs, and give oral reports. Examples: I Want To Be A Secretary, I Want To Be A News Reporter.	Concept: One of the standards of character and conduct of Freedom's Code is helping others. Performance Objectives The child will discuss ways in which he might help others with his ability to write. Methods: 1. Write notes to shut-ins. 2. Write letters to friends or family. 3. Write thank-you notes. 4. Write notes or letters of invitation. 5. Find a "Pen-Pal." 6. Make grocery shopping lists for Mother.	1. Harlandale Audio-Visual Center: filmstrips - E-57 "Using Punctuation Marks," Beginning Grammar Series S-66 "Possessives, Contractions and Abbreviations," Using Good English Series CC-59 "My Mother Works In An Office," Mother's Work Too, Series 2. Available from Harlandale Schools Library: I Want To Be A Secretary by Baker, Children's Press I Want To Be A News Reporter by Green, Children's Press Bilingual Harlandale Audio-Visual Center: filmstrips - S-166 La Gran Ciudad S-168 ¿En Dónde Trabaja Mamá?	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Capitalization.	The child will be able to perform the following activities: In his own creative writing, correctly illustrate each of the fifteen uses of capital letters.	Vocabulary: policeman - policía responsibility - responsabilidad traffic - tráfico safety - protección, seguridad property - propiedad Concept: La responsabilidad de un policía es más grande que lo que usted cree. Performance Objectives: El alumno identificará algunas responsabilidades de un policía. Methods: 1. Tenga una discusión de las clases de reglas en nuestra comunidad. a. de tráfico b. de protección o seguridad c. de protección a los hogares y a los negocios. d. de credito e. de ventas f. de propiedad 2. Hable acerca de como el policía ayuda en las areas mencionadas. 3. Vea y discuta películas.	1. Teach rules for capital letters: a. First word in a sentence b. First word within a quotation mark c. Names of days of week d. Names of the month e. Names of persons and pets f. Titles of persons g. Initials h. First word in the greeting of a letter i. Names of towns and cities j. First word in the closing of a letter k. Name of street l. First and all important words in story, books and poem titles m. The word I n. The first word in each line of a poem o. Names of holidays and special days 2. Demonstrate to children the above rules, using books or chalk board illustrations. 3. View and discuss filmstrips NOTE: The teacher will see to it that capitalization skills are carried over into other subject areas.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The policeman's responsibility is bigger than you think. Performance Objectives: The child will identify some of the responsibilities of the policeman. Methods: 1. Have a class discussion of types of rules in our community: a. traffic b. safety c. protection for homes and businesses d. credit e. sales f. property 2. Talk about ways the policeman helps in the above areas. 3. View and discuss filmstrips.	Concept: Rules are for the betterment of ourself and obeying them is one way of fulfilling our citizen obligations. Performance Objectives The child will discuss the need of rules along with the need for enforcement. Methods: 1. Discuss rules used at home, at school and in his neighborhood. 2. Discuss why people need rules. 3. See Manual for Our Rights and Responsibilities, p. 35.	1. Harlandale Audio-Visual Center: filmstrips - S-67 "Using Capital Letters and Punctuation," Using Good English Series Y-60 "The Policeman," Community Helpers Series; Set 1 S-79 "Men In Blue, Policemen in Action," Community Helpers Series. 2. Available from ESC Region 20: "Our Rights and Responsibilities" Level B Character Education Curriculum Bilingual Harlandale Audio-Visual Center: filmstrips - S-152 El Policía S-118 Yendo a la escuela con seguridad	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Creative Writing	**The child will be able to perform the following activities:** 1. Write a creative paragraph of at least four sentences, a four line poem, or at least a half page story from his own experience. 2. Write a creative story of at least four sentences from picture reading. 3. Write a creative story of at least a half page from his imagination.	Vocabulary: silly - tonto smart - listo (-a) intelligent - inteligente nice - simpático (-a) talent - talento interest - interés lazy - perezoso creative - creativo artistic - artistico Concept: Para planear una carrera, el alumno primero tiene que saber sus habilidades y sus intereses. Performance Objectives: El alumno escribirá una lista de sus fuerzas y sus debilidades. Methods: 1. El maestro(-a) discutirá con el grupo lo que significa el tener habilidades. Ejemplo: Algunos son mejores lectores que otros, etc. 2. Permítales tiempo a los alumnos para que nombren a aquellos alumnos que son especialmente buenos en algo. 3. Esté seguro de que todo alumno sea felicitado. 4. Discuta como nuestros talentos nos ayudarán a decidir que carrera será mejor para cada uno de nosotros.	1. Have the children write creative stories from their past experiences, from pictures, and from imagination, with the teacher assisting them in spelling and punctuation, but not re-doing for them. Let them illustrate stories if they wish. 2. Compile a scrapbook of creative writing from the class. (Encourage neatness and their best penmanship).

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: To plan for a career, the child must first learn about his own abilities and interests. Performance Objectives: The child will be able to write a list of his strengths and a list of his weaknesses. Methods: 1. The teacher will discuss with the group what it means to have abilities. Example: Some are better readers, etc. 2. Allow children time to tell which children they know that are especially good in something. 3. Be sure that everyone has had something nice said about himself. 4. Discuss how our talents will help us decide on what career will be best for each of us.	Concept: A good self image is necessary in order to perfom a job well. Performance Objectives The child will be able to tell about the things he does best. Methods: 1. Use color book, "Happiness Is Being Me." Go through each page finding out about themselves, size, color of eyes, hair, etc., what they like, etc. Color book when complete. 2. Discuss what they have learned about themselves and what they think are their best qualities.	1. Harlandale Audio-Visual Center: filmstrip - H-97 "Story Book People" Fundamentals of Language Arts 16mm film - 16-238 "Let's Write A Story" 11 minutes, in color. 16-448 "Rainshower," (for Creative expression) 14 minutes, in color. 2. Available from Harlandale Elementary Guidance Coordinator: "Happiness Is Being Me" a coloring book. Bilingual Harlandale Audio-Visual Center: filmstrips - S-122 Aprendiendo a cooperar S-123 Compartiendo responsabilidades	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Context clues and Phonetic analysis	The child will be able to perform the following activities: 1. Correctly supply a missing word or a new word in a sentence using context clues on a ditto sheet of ten sentences. 2. Name the letters (graphemes) in the printed word, and make the sounds (phonemes) that they represent from a list of ten words. 3. Using picture or letter identify the following sounds: a. All single consonants b. All consonant diagraphs c. All consonant clusters d. All common affixes e. All long and short vowel sounds. 4. Given ten sentences which have words with only the consonants supplied, the child will fill in the missing letters.	Vocabulary: graphemes - letra phonemes - sonidos baker - panadero mechanic - mecánico doctor - doctor, médico Concept: Las letras y sonidos se pueden enseñar usando posiciones de carreras. Performance Objectives: El alumno suplirá las letras que le faltan al nombre de la carrera. Methods: Use frases que nombran una posición de empleo. Ejemplo: Ese señor es un: p_n_d_r_; m_c_n_c_; d_ct_r.	1. Use sentences similar to the following on the board: a. The girl fell d_wn. (The child will tell that the partially missing word might be down not dawn.) b. Mother will h__t the water. (The child will tell that the partially missing word is heat not hot.) c. The doll f_ll down. (The child will tell that the partially missing word might be fell, but not fall.) 2. Use picture flash cards of missing vowels in words. Play tic tac toe on board. Divide class or group into O's or X's. If the group can correctly fill in the vowel, they get to put up their O or X. 3. Use letter sounds filmstrips.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Graphemes and phonemes can be taught using career positions. Performance Objectives: The child will supply the missing letters of a career name. Methods: Use sentences that will name a job position. Example: That man is a : b_k_r; f_rm_r; d_ct_r; t__ch_r; p_licem_n.	Concept: One of the standards of character and conduct of Freedom's Code is to live honorably. Performance Objectives The child will name ways a baker can live as an honorable person. Methods: 1. The children will name and the teacher will list all the duties of a baker. Examples: measure, mix, shape, bake, decorate, etc. 2. Discuss how doing the best in everything he does helps his business, because people will like his product and like him because he is an honorable man. (See Character Education Curriculum Guide, p. 17-27, Level B).	1. Harlandale Audio-Visual Center: filmstrips - S-51 "Short Vowels" S-52 "Long Vowels" Vowels Sounds Series T-18, 19, 20 Letter and Sounds Series, Box II Houghton Mifflin Company. AA-2 "The Baker," Our Neighborhood Worker Series 2. Flashcards: Available from Milton Bradley Company or Hofferman's School Supply. 3. Available from Region 20: Living With Me And Others, Level B, Character Education Curriculum, record - "Honesty." Bilingual Harlandale Audio-Visual Center: filmstrips - S-125 Ayudantes para nuestra casa See Appendix in this Guide: Cuadros "Auxiliadores de la Communidad."	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Context clues	The child will be able to perform the following activities: 1. State at least one meaning of a word or a phrase in any material that he has read at an appropriate level of difficulty. 2. Use at least one contextual clue to tell the meaning of a familiar word used with an unfamiliar meaning. 3. Use at least one contextual clue to tell the meaning of an unfamiliar word. 4. Use at least one contextual clue to tell the meaning of figurative, idiomatic or other special expression.	Vocabulary: to interpret - interpretar lawyer - abogado pharmacist - farmacéutico Concept: Algunos empleos dependen en la habilidad del trabajador a leer y interpretar el material. Performance Objectives: El alumno hablará de dos empleos donde se necesita la habilidad para leer y interpretar. Methods: 1. Vea y discuta la película "El Doctor." 2. Discuta como los abogados tienen que saber como leer y interpretar la ley para poder protegr nuestros derechos y ver que haya justicia. 3. Discuta farmacéuticos, su habilidad a leer y a mezclar exactamente nuestras recetas. Vea película.	1. These skills may be taught during small group instructions as comprehension checks of silent reading. Given a paragraph to read, the child will show his understanding of an unfamiliar word by picture drawing, orally answering, or writing answers. Example: if the unfamiliar word happens to be a tool the picture could be drawn. 2. See Houghton Mifflin Basal Reading Series Manual on child's reading level to locate comprehension skills and context skills. 3. See Using The Context Workbook for additional material, Levels A and B.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Some jobs depend upon the worker's ability to read and interpret the material. Performance Objectives: The child will tell about two jobs that need reading and interpreting ability. Methods: 1. View and discuss the filmstrip, "The Doctor." 2. Discuss how lawyers must be able to read and interpret the law in order to see that our rights are protected and justice is done. 3. Discuss pharmacists, their ability to read and accurately mix our prescriptions. See filmstrip.	Concept: One of the standards of character and conduct of Freedom's Code is to be generous and help those in need. Performance Objectives The child will name several workers who help people in need. Methods: See Living With Me And Others, Level B, "Be Generous" p. 31-35 for suggestions.	1. Harlandale Audio-Visual Center: filmstrips - F-7 "The Doctor" AA-13 "The Neighborhood Pharmacist" N-12 "Sharing With Others" 2. Houghton Mifflin Company Basal Reading Series 3. Available from Barnell Loft, LTD 958 Church Street, Baldwin, N.Y. 11510 "Using the Context," Levels A and B. Specific Skills Series Bilingual Harlandale Audio-Visual Center: filmstrips - S-152 El Policia S-154 Otros Trabajadores De La Comunidad	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Decoding skills	**The child will be able to perform the following activities:** 1. Find in previous reading one strong indication of appropriate pitch, stress and juncture. 2. Write two examples of how phonetic clues do not always determine a totally unfamiliar word. (example: chaos and fatigue). 3. Name five ways to learn the correct pronunciation of a totally unfamiliar word or proper name: a. By using the sounds he knows. b. By hunting for small words or syllables he knows in the word. c. By trying to find the vowel rule for the word. d. By trying to "unlock" word by the way it is used in the sentence. e. As a last resort, ask someone.	Vocabulary: teacher - profesor, maestro library - biblioteca librarian - bibliotecario Concept: Algunas carreras dependen en las habilidades de leer y deletrear. Performance Objectives: El alumno nombrará dos trabajadores que necesitan saber leer y deletrear para hacer su trabajo. Methods: 1. Vea y discuta estas películas El Profesor, y El Bibliotecario. 2. Nombre algunas cosas que requieren que el profesor y el bibliotecario lean y deletreen.	1. Direct a puppet show of the consonants and vowels. Use small paper bags. Paste a large sized lower-case letter on the bottom of the bag without unfolding bag. Place hand in bag so as to make the letter say its sound by moving fingers in the fold. Example: Child says, "My name is J and I sound like____." 2. Have the students make words by combining puppet letters. Example: "J" says his sound; "a" says his short sound and "m" says his sound. Then j, a, m, says theirs together to make jam. 3. Allow pupils to group themselves to make new words 4. Have children read along with books from Sights And Sounds library kits - records with books - aloud or using listening station. Example: "Bonhomme." 5. See Houghton Mifflin Basal Reader Manual on the child's level for decoding skills. 6. Use filmstrips for phonetic skills.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Some careers depend upon reading and spelling ability. Performance Objectives: The child will be able to name two workers who need to read and spell in order to do their work. Methods: 1. View and discuss these filmstrips: "The Teacher," and "The Librarian." 2. Name things that a teacher and a librarian do that require reading or spelling.	Concept: One of the standards of character and conduct of Freedom's Code is to be tolerant. Performance Objectives The child will be able to define tolerance and tell how he can show tolerance. Methods: 1. View and discuss filmstrip, "Sharing." 2. View and discuss "Who Cares About Jamie?" Note how adult understanding helps Jamie adjust to his situation in the first grade. 3. View and discuss filmstrip - "Sharing."	1. Harlandale Audio-Visual Center: filmstrips - S-59 "Find Another Word" Fundamentals of Vocabulary S-51 "Short Vowels" S-52 "Long Vowels" Vowel Sounds Series BB-87 "The Teacher," BB-88 "The Librarian," School Series: Our School Workers N-24 "Sharing," Character Building Series 2. San Antonio Film Library: "Who Cares About Jamie?" 18 min. in color 3. Houghton Mifflin Company Basal Reading Series for child's level of ability. 4. Available from School Supply Companies. Phonics wheels for letter substitutions to change to new words. Bilingual Harlandale Audio-Visual Center: filmstrips - S-135 Una Visita al Médico	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Read for a purpose	**The child will be able to perform the following activities:** 1. Orally answer at least one question concerning directly stated meanings found in material that he has read at an appropriate difficulty level. 2. Read a sentence and correctly follow the directions. 3. Read a paragraph for details. 4. Read a short story to note correct sequence. 5. Use correctly punctuation marks (period, question mark, comma and quotation marks) as indicators of meaning in five sentences supplied by the teacher.	Vocabulary: to play a role - representar el papel play - representación dramatica hen - gallina fine arts - las bellas artes art - arte music - música drama - drama comedy - comedia dance - baile Concept: Una manera excelente para enseñar el conocimiento de carreras, las bellas artes y las humanidades es con representaciones dramáticas. Performance Objectives: 1. El alumno tomará parte en una representación dramática de su preferencia. 2. El alumno talentoso creará y rendirá una representación a la clase. Methods: 1. Llame atención a los tantos empleos asociados con representaciones dramáticas. 2. Dramatice "La Pequena Gallina Roja". 3. Vea y discuta una película de cinematógrafo.	1. These skills can be taught during small group instruction as comprehension checks. 2. The period, question mark, etc. can be used by children in their written answers consisting of simple sentences. 3. Use from the SRA Reading Laboratory for the child's ability, the listening skills in the manual and workbook. 4. Use SRA Listening Skills tapes 1A or 1B for testing orally the child's listening ability. 5. Have the children use Read-On Skill Pacer Boxes for skills in following directions, reading for details, sequencing, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Role playing is an excellent way of teaching career awareness, fine arts and humanities. Performance Objectives: The child will perform in a play in role of his or her choice. The gifted child will create a play and "produce" it for the class. Methods: 1. Draw attention to the many jobs associated with the production of a play. 2. Dramatize "The Little Red Hen." 3. View and discuss filmstrip on movies.	Concept: One of the standards of character and conduct of Freedom's Code is to use time and talents creditably. Performance Objectives The child will list ways that use of his talents will help him. Methods: 1. See Living With Me And Others, Level B, Character Education Curriculum Guide for suggestions, p. 75-81. 2. Observe and discuss filmstrips.	1. Harlandale Audio-Visual Center: filmstrips - E-57 "Using Punctuation Marks," Beginning Grammar Series. S-67 "Using Capital Letters and Punctuation," Using Good English Series R44-49 Exploring Punctuation Series AA-95 "The Motion Picture" L-94 "The Joy of Being You," Who Am I Series, with record -(PR-515) N-41 "Trying New Things," Developing Your Personality Series 16mm film - 16-683 "Storymaker," 14 min. in color. Bilingual Harlandale Audio-Visual Center: filmstrip - S-135 Una Visita al Médico	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Structural Analysis	**The child will be able to perform the following activities:** 1. Divide each word in a list of ten long words into smaller pronounceable elements (syllables). 2. Show from a list of ten words that compound words are composed of other smaller words. 3. Use a contraction orally to show that an apostrophe is not a phoneme. 4. Identify an unfamiliar word in a sentence by using phonetic skills (decoding) and find the word that makes sense in that place in the sentence.	Vocabulary: language - idioma, lengua grocer - abarrotero storekeeper - tiendero groceries - comestibles, abbarrotes store - tienda Concept: El conocimiento de carreras se puede enseñar junto con las destrezas de idioma. Performance Objectives: Dado un retrato de un abarrotero, el alumno escribirá frases sencillas de él. Methods: 1. Planee un viaje a una tienda de abarrotes en la vecindad para hacerle una entrevista al abarrotero. 2. Escriba un reporte de la entrevista o haga frases sencillas acerca del trabajo del abarrotero. 3. Haga pinturas para ilustrar los reportes. 4. Vea y discuta películas.	1. Have the student find root words in lists of words that have suffixes. Examples: climbing, jumped. 2. Using Milliken phonics transparencies have the child, "make" compound words by joining two small words already known. Project on board and mark with chalk. 3. Placing lists of words and contractions on the board, have children help find the letters the apostrophes replace. Examples: has not, hasn't; can not, can't; he is, he's. 4. Have the children use Houghton Mifflin Company duplicated sheets of completion sentences for the reading level of your children. 5. Locate skills lessons in suffixes, prefixes, syllables, and apostrophes in Houghton Mifflin Basal Readers Manuals for group instruction. 6. Observe and discuss filmstrip.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Career awareness can be taught along with language skills. **Performance Objectives:** Given a picture of a grocer, the child will write simple sentences about him. **Methods:** 1. The class will plan a field trip to a neighborhood grocery store to interview the grocer's work. 2. The children will write reports of the interview, or list simple sentences about the grocer's work. 3. The children will make pictures to illustrate the reports. 4. Observe and discuss filmstrips.	**Concept:** One of the standards of character and conduct of Freedom's Code is to be kind. **Performance Objectives** Given a set situation the child will list ways that he could be kind, and ways in which a grocer could be kind. **Methods:** 1. See Living With Me And Others, p. 47-53, for teaching suggestions. 2. Discuss what might happen if the grocer is not kind. Example: People will not like to go there and his business will fail. 3. Discuss ways in which we could be kind at the store. Example: Using good manners. 4. Observe and discuss filmstrips.	1. Harlandale Audio-Visual Center: filmstrips - S-59 "Find another Word," Fundamentals of Vocabulary Building Series N-14 "Manners in Public," Good Manners Series N-22 "Kindness," Character Building Series J-83 "The Grocer," Our Neighborhood Helpers Series 2. Phonics, Grade 2 Milliken Company, Transparencies and duplicating sheets. 3. Houghton Mifflin Company Basal Reader Series, Ditto Materials. Bilingual Harlandale Audio-Visual Center: filmstrip - S-186 Comestibles del Campo	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Comprehension: Feel and react to the differences in mood and tone.	**The child will be able to perform the following activities:** 1. In a given story identify all of the following: story elements, characters, setting, plot, basic problem and, if fairly obvious, the theme. 2. Out of three stories, identify each story as true, make-believe, happy or sad.	Vocabulary: similarities - semejanzas playwright - dramaturgo author - autor critic - crítico theme - tema characters - carácteres story - cuento Concept: Hay semejanzas entre los dramaturgos y los autores. Un crítico tiene que usar su habilidad para poder criticar efectivamente una obra. Performance Objectives: El alumno podrá 1. Oir un cuento o una representacion dramática y nombrar los caracteres y el tema. 2. Dar su poinión sobre el cuento y las razones de su opinión. Methods: 1. La clase leara una representación dramática y compara la manera en que esta escrita con la de un cuento familiar. 2. Discutan: ¿Cual es más fácil para dramátizar? ¿Cuales son las partes principales de una representación dramática? ¿Que tiene la representacion que no tiene un cuento? 3. Vean y discutan una película sobre el escribir de cuentos.	1. The teacher may use the selections in the child's basal and or supplementary readers and assign the child the task of identifying story elements. 2. The teacher may divide the children into small groups and assign a selection to be read silently. Then the children may each contribute to a discussion including the author's purpose of using figurative or idiomatic expressions, vivid diction, exact and descriptive words, a story character's traits. 3. The child will tell what they don't like about a story read to them. Put in the place of the author of the piece, the child will tell how he would have felt. 4. Have children read along with the records and books from the Sights and Sounds Library. 5. View and discuss the filmstrips.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: There are similarities between playwrights and authors. A critic has to use this knowledge to effectively criticize a piece of writing. **Performance Objectives:** The child will be able to: 1. Listen to a story or play and tell the characters and theme. 2. Give personal opinion of story and reasons for that opinion. **Methods:** 1. The children will read a play and compare the way it is written with a familiar story's way of being written. 2. Discuss: Which is easier to dramatize? What are the main parts of a play? What does the play have that a story does not have? 3. View and discuss movie of story writing.	**Concept:** One of the standards of character and conduct of Freedom's Code is to stand for truth. **Performance Objectives** The child will be able to tell why playwrights and authors need to stand for truth. **Methods:** 1. See Living With Me And Others, Level B, Manual p. 83-90 for suggestions. 2. Learn song in above manual, Illust. #12, "I stand for truth." 3. View and listen to filmstrip and record on "Figuring Things Out," and discuss.	1. Harlandale Audio-Visual Center: filmstrips - H-89 Select the Best Title H-90 Name the Picture H-91 Can You Tell Why? H-92 Select the Right Words Fundamental of Language Arts Series L-91 "Figuring Things Out," with record PR-512, How Do I Learn Series 16mm film - 16-238 "Let's Write a Story," 11 min. in color. 2. Harlandale Schools Elementary Library Kit: Sights and Sounds Records and books for grade level. 3. Available from Region 20: Record: "I Stand For Truth," with Living With Me And Others Level B, Character Education Curriculum. **Bilingual** Harlandale Audio-Visual Center: filmstrips - S-133 El Patito Feo S-120 Los Tres Chivos Gruff	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Comprehension	The child will be able to perform the following activities: 1. Explain in one or more sentences his reaction to a given story - the mood and tone. 2. Respond orally to the mood and tone of the story by using these three skills: changing voice inflections adjusting reading speed, and observing the punctuation.	Vocabulary: Sequence - serie reporter - reportero Concept: El uso de serie se enseña para la preparación de una carrera. Ejemplo: reportero Performance Objectives: El alumno podrá reportar una incidencia pro serie. Methods: 1. Discutan como los reporteros necesitan la habilidad de reportar exactamente y por serie. 2. Use alguna incidencia en la escuela o en la vecindad y con la ayuda de la clase nombre los sucesos por serie. Ejemplo: Programa Escolar: El asignar las partes; ensayos; escenario y decoración; funcion; aplauso. 3. Vea y discuta película.	1. The child will read a story as a play doing character role reading. 2. Let group of children create their own melodrama and perform. 3. After being assigned a position in a play production, have the child evaluate his own performance of that job. 4. The children will give an oral book report to a group, or the class. Example: Title: Author: Five sentences to tell about the book: What I liked best about the book: Mood of the book - funny, sad, factual, etc. 5. View and discuss the movie - "Story Making." 6. Locate a play for class to read on their reading level, or write a story in play form to be read aloud. 7. Read "old favorite" stories for interpretation on dramatization. Examples: "Three Billy Goats Gruff," or "Red Riding Hood." 8. Observe and discuss filmstrips.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Sequence can be taught in preparation for a career. Example: reporters: Performance Objectives: The child will be able to report an incidence in sequential order. Methods: 1. Discuss how reporters need ability to report accurately and in sequence. 2. Use some incidence in the school or neighborhood and, with the children's help, list all the events and place in sequence. Example: School Program: Assigning parts, rehearsals; staging and scenery; performance; acknowledging audience reaction (applause). 3. Observe and discuss filmstrip.	Concept: Two of the standards of character and conduct of Freedom's Code are to be kind and use time and talents creditably. Performance Objectives The child will identify ways that being kind can help in building character. The child will name three ways he can use his time and talents toward pursuing his career. Methods: 1. Discuss how a boy or girl can show kindness at school or at home. 2. Discuss how a reporter can show kindness. 3. Discuss how a reporter can use his talents to further his career. 4. Observe, listen and discuss record and filmstrip.	1. Harlandale Audio-Visual Center: filmstrips with records - BB-7 "I Have Feelings Like Yours," with record PR-726. Our Feelings Series CC-18 "Clifford Gets a Job" with record - PR-742, It's Clifford: The Big Red Dog Series 2. Read-On Skills Pacer Labs, yellow or red. 3. SRA Listening Lab Tapes, Level 1A or 1B. 4. SRA Listening Activities from Manual of Reading Laboratory and Workbook for 1A or 1B. Bilingual Education Service Center Region 20: 62-907 Spanish Show and Tell Programs. Record/ Filmstrip "La Caperucita."	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Comprehension: Begins to draw simple conclusions	**The child will be able to perform the following activities:** 1. Answer at least one question concerning implicit meanings in material he has read at an appropriate difficulty level. 2. Through deduction, orally make a list of at least two things inferred by the author of the material read. 3. Make at least one statement giving the main idea of the story heard. 4. Predict reasonable conclusions of the story read. 5. Relate orally what he has read to his own experiences in one or more sentences.	Vocabulary: supplementary - suplementario material - material airport - aeropuerto factory - fábrica clothing - ropa Concept: Cuentos de carreras se pueden usar como material suplementario. Ejemplos: Libros de Biblioteca J664 "Conozco a un Panadero," Iritani J387.7 "Vamos a un Aeropuerto," Soutin J629.28 "Quiero ser Chofer de Autobús," Greene J687 "Vamos a una Fábrica de Ropa," Lazarus Performance Objectives: El alumno contestará preguntas y hará relatos oralmente acerca del cuento asignado. Methods: 1. Divida la clase en grupos para leer y reportar en un libro de un trabajador. Escoja un "reportero" en cada grupo para reportarle a la classe. 2. Despues de oir los reportes, comparen los empleos de los trabajadores. 3. Haga preguntas acerca de los cuentos. 4. Los alumnos deben hacer respuestas personales a las preguntas también.	1. These skills can be taught during small group instruction as comprehension checks. 2. Child may draw pictures or write sentences telling about an experience relating to what he has read. 3. After reading a story, the child will write answers to questions showing he has deduced hidden meanings. Example: "Why do you think the mechanic didn't want to etc.? (This question should set up a situation where honor was at stake.) 4. Have children use Read-On Skills Pacers Lab. for drawing conclusions. 5. Have children listen to SRA Listening Skills tapes for drawing conclusions for 1A or 1B. 6. Listen to a story from a SRA Listening Laboratory, 1B.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Stories about careers can be used as supplementary material. Examples: Library Books J 664 "I Know A Baker," Iritani J629.28 "I Want To Be A Bus Driver," Greene J387.7 "Let's Go To An Airport," Soutin J687 "Let's Go To A Clothing Factory," Lazarus Performance Objectives: Given an assigned story, the child will verbally answer questions and make a statement about the story. Methods: 1. Divide class into groups to read and report on a book about a worker. Select a "reporter" from each group to give the report to the class. 2. After reports are heard, compare the workers jobs. 3. Ask questions about the stories read. 4. The questions should allow for pupils personal responses, too.	Concept: One of the standards of character and conduct of Freedom's Code is to live honorably. Performance Objectives Given the question, how does the _____ in this story show that he is an honorable person? The child will give one or more ways. (See career column for workers). Methods: See Living With Me And Others, Be Honest pg. 19-27. Sing song "Honesty," illust. #1.	1. Harlandale Audio-Visual Center: filmstrips - P-40 "You're in Public," Getting Along With Others Series L-91 "Figuring Things Out," with record - PR-512 How Do I Learn Series 16mm film - 16-748 "We Make Choices," 10 min., in color SRA Listening Skills Tapes 1A and 1B. 2. Available in some schools: SRA Reading Laboratory 1A or 1B (Listening lesson in Manual and workbook). Read-On Diagnostic Testing Program, Singer Division of Random House Publishing Company 3. Available in all Harlandale Schools: Houghton Mifflin Reading For Meaning, Basal Readers on child's level.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Alphabetizing skills	**The child will be able to perform the following activities:** Place words correctly in alphabetical order according to the second letter, from a list of ten words supplied by the teacher.	Vocabulary: manufacturing - fabricación products - productos alphabet - alfabeto Concept: La fabricación es una industria importante. Performance Objectives: El alumno podrá nombrar varios productos de fabricación. Methods: 1. Discutan fábricas que tengan algo que hacer con el alfabeto: Ejemplo Libros ABC, Juegos y Juguetes Alfabeticos. Canciones del Alfabeto, etc. 2. Discutan maneras en que fábricas o otros negocios usan el alfabeto.	1. Using alphabet cards given out to the children, have the children arrange themselves in alphabetical order (left to right order). 2. Use lists of spelling words to have the children put the words in alphabetical order where only the first letter of each work is necessary. 3. Alphabetize, with the children's help, lists of spelling or reading words in which the second letter has to be considered as well as the first. Example: sleep, hunt, jump, sled, baseball, sheep, hat, book.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Manufacturing is an important industry. Performance Objectives: The child will be able to name several products of manufacturing. Methods: 1. Discuss factories that might have something to do with the alphabet: ABC Books, Alphabet games and toys, songs of the ABCs, etc. 2. Discuss ways factories or other businesses use the alphabet.	Concept: Honest people are trusted by all people of goodwill. Performance Objectives The child will be able to discuss the choice of honest or dishonest that everyone has to make and the benefits of honesty. Methods: 1. See Manual for Living With Me and Others, Level B, pg. 17-27, for teaching suggestions. 2. Role play situations where choices have to be made. Examples: Mother says he cannot go to the park, but his friends can.	Harlandale Audio-Visual Center filmstrips - R-39 "Make Alphabetizing Work For You," Your Dictionary and How To Use It" Series 16mm films - 16-74 "The Golden Rule: A Lesson For Beginners," 11 minutes in color 16-630"Just Like Me," 7 1/2 min. in color Alphabet Cards, hand made or purchased from Instructo Company. (about 7" x 9") Bilingual Harlandale Audio-Visual Center: filmstrip - S-185 Lo que una Ciudad Fabrica	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Spelling: -Learns to spell words on individual and class lists and basic spelling lists. -Spells correctly words which he needs in his writing.	**The child will be able to perform the following activities:** 1. Spell correctly all words needed for daily academic work. 2. Given a topic, write at least a four sentence story, spelling the words correctly without the use of a dictionary or a word bank.	Vocabulary: repairmen - reparadores appliances - aparatos Concept: Los reparadores de aparatos domésticos necesitan diferentes destrezas para hacer sus empleos. Performance Objectives: El alumno podrá escribir un cuento corto, explicando como el reparador necesita leer y escribir para hacer su empleo. Methods: Discutan el empleo del reparador de refrigerador. ¿Cómo sabe de su refrigerador? ¿Cómo recibió el mensaje que usted necesitaba reparaciones? ¿Cómo le avisa a usted de las reparaciones que se hicieron?	1. Organize a Class Good Spellers Club, decide on rules for maintaining membership and how to record it: A bulletin board display, or a star chart, etc. 2. Have "spell downs" at least one day a week to locate room champion of the week. 3. Allow the children to create a story to write using spelling words of the week. 4. The child will write a story about a strange thing that happened to me or my most unexpected present. 5. Observe and discuss filmstrip on Spelling.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Repairmen for home appliances need different skills to perform their jobs.	Concept: One of the standards of Freedom Code is to provide security for self and dependents.	1. Harlandale Audio-Visual Center: filmstrips - CC-41 "The Repairman," Families and Services Series T-40 "Words and Your Work" Words: Their Origin, Use and Spelling Series Bilingual Harlandale Audio-Visual Center: filmstrip - S-125 Ayudantes Para Nuestra Casa	
Performance Objectives: The child will be able to write a short story, telling about how the repairman would need to read and write to do his job.	Performance Objectives The child will be able to discuss the necessary expenditures of families.		
Methods: Discuss job of a refrigerator repairman: How does he know about your kind of refrigerator? How did he get your message of repair needs? How does he let you know of repair done?	Methods: 1. The teacher will write on the board the items the child names that cost money at their homes that they really need, and another that they would like to have but could get along without. 2. Class will discuss how we could all help "save" at home on food, lights, clothes, etc.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Spelling- Several rules can be applied to a large number of words: -Builds new words by adding common prefixes. -Builds new words by adding common suffixes. -Builds new words by using vowel rules.	**The child will be able to perform the following activities:** 1. Given a list of five words, use prefixes to change the meanirgs of words to opposite meanings. Examples: happy, <u>un</u>happy, segregate, <u>de</u>segrate, wind, <u>un</u>wind, kind, <u>un</u>kind. 2. From a list of five words place suffixes to make singular words into plural words (s, or es). 3. Given a list of five words add suffixes to make comparisons (er, est). 4. Spells correctly one, two and some four letter words using one short vowel sound in each word.	<u>Vocabulary</u>: plumber - plomero electrician - electricista exterminator - exterminador <u>Concept</u>: Los trabajadores que vienen a nuestras casas nos ayudan con muchas clases de empleos. <u>Performance Objectives</u>: El alumno escogerá un trabajador que viene a su casa para discutir sus servicios. <u>Methods</u>: 1. La maestra hará que los alumnos le den los nombres de trabajadores que han venido a su casa o a la de su vecino mientras ella escribe los nombres en la pizarra. (plomero, electricista, reparador de televisión, reparador de teléfono, el exterminador, etc.) 2. Vean y discutan películas.	1. Using a list of familiar words from Spelling or Reading (on the board or on a ditto sheet) work together as a class adding suffixes to get the opposite meanings. 2. Using a list of singular words on the board, the child will use the proper rule to form the plural of each given word. 3. Using a list of words, change them to words of comparison by adding suffixes. (er, or est) Examples: small, smaller, smallest; large, larger, largest 4. The class with the teacher's help will study the vowel rule for words containing only one syllable- it <u>usually</u> has a short vowel sound. Give children a list of the Dolch basic words. Hunt for words that follow the rule. 5. Listen to records and do what they say for vowel sounds heard. 6. Observe and discuss filmstrip.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Workers who come to our homes perform many kinds of jobs to help us. Performance Objectives: The child will choose a worker that comes to his house to discuss his services. Methods: 1. The teacher will get children to tell her the names of the workers that have been to their house or a neighbor's house, as teacher writes their names on the board. (Plumber, electrician, T.V. repairman, telephone repairman, the exterminator, etc.) 2. View and discuss filmstrips.	Concept: People who work at our homes must show consideration to the home and family. Performance Objectives The child will be able to tell how the worker showed consideration at his home. Methods: 1. Discuss things that workers did that showed their consideration. 2. Discuss ways in which they might improve.	1. Harlandale Audio-Visual Center: filmstrip - S-60 "Prefixes and Suffixes," Fundamentals of Vocabulary Building Series CC-42"Specialists For Our Homes," Families and Services Series 2. Available from Instructo Company: record - "The Most Unusual Zoo," Records and picture cards for long and short vowel sounds. 3. Available at each school: Reading For Meaning Box I Houghton Mifflin Company #10 Suffixes. Bilingual Harlandale Audio-Visual Center: filmstrip - S-125 Ayudantes Para Nuestra Casa Appendix Chart "Auxiliadores De La Communidad"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Spelling: -Builds new words by using vowel rules. -Begins to learn a method for spelling words.	**The child will be able to perform the following activities:** 1. Spell correctly two examples of words of three and four or more letters that have two vowels: the first is separated and has a long vowel sound; the second vowel is on the end of a word and is silent. 2. Spell correctly two examples of words of three or four letters that have two vowels together, the first is a long vowel sound and the second is silent. 3. Tell the five ways to learn to spell words. Examples: looking (visualizing), saying (pronouncing), mental picture (recalling), writing, checking.	Vocabulary: occupation - empleo location - localización Concept: Algunos empleos se necesitan solamente en ciertas localizaciones. Performance Objectives: De una lista de empleos, el alumno marcará aquellow que solamente se pueden usar en una localización. Methods: Los alumnos oirán o leerán cuentos de trabajadores en puertos de mar, minas, arboledas de auranciáceo, etc. y discutirán su localización y el trabajo que hacen.	1. The class with the teacher's help will study the vowel rule for words that contain two vowels that are separated, the last of which is on the end of a word and is silent. The preceding vowel is usually a long vowel sound. 2. The teacher will give the children a Dolch Basic Word List and together they will hunt for words that follow the rules. 3. The class with the teacher's help will study the vowel rule when two vowels are together, the first is usually long and the second is silent. Use the Dolch Basic Word List as above to hunt words that follow this rule. 4. With the teacher's help, the class will study the sequential steps in learning to spell. Example: visualizing, pronouncing, recall, writing, checking (and possibly correcting and repeating.) 5. View and discuss filmstrips.

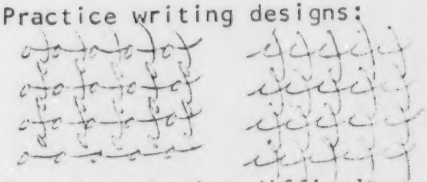
CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Some occupations are needed only in certain locations. Performance Objectives: Given a list of jobs the child will check the ones which would only be used in one location. Methods: Students will hear or read stories of workers at seaports, miners, citrus groves, etc. and discuss their location and the work they do.	Concept: The child will begin to develop his ability to see himself in a worthwhile job. Performance Objectives The child will be able to discuss a job that he might be able to do and why it would be important. Methods: 1. Children will do role playing, using a job of their choice to pantomime. Allow other students to guess what the job is. 2. Discuss other things the worker could do, besides the one portrayed, and why their job is important. 3. View and discuss filmstrips and movie.	1. Harlandale Audio-Visual Center: 16mm film - 16-374 "Everyone Helps In A Community," 13 min. in color filmstrips - S-51 "Short Vowels" S-52 "Long Vowels," Vowel Sound Series BB-85 "The Pupil," School Series: Our School Worker L-95 "People Packages," with record #PR-516 2. Available from Elementary Curriculum Center: Dolch Basic Word List for Spelling or Reading. Dolch Basic Word List for Writing. Bilingual Harlandale Audio-Visual Center: filmstrip - S-126 Ayudantes Para Nuestra Escuela Appendix in this Guide Chart; "Auxiliadores De La Communidad."	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Use large manuscript gradually reducing size.	**The child will be able to perform the following activities:** Form and name all the upper and lower case letters in manuscript using one space for upper case and half a space for lower case letters.	Vocabulary: attorney - abogado writing - escritura Concept: La escritura es esencial en muchas carreras. Performance Objectives: El alumno nombrará dos carreras en las cuales la escritura es especialmente importante. Methods: La maestra discutirá como la escritura es esencial en muchas carreras. Se darán ejemplos. Se presentará como algunas carreras son más relacionados a la escritura que otras. Ejemplos secretaria, abogado, etc.	The teacher will demonstrate the making of on the board using two spaces. She will then ask the pupils to make one like it in the air like hers. If they satisfactorily shape it, then put their pencils on a line (left side of the paper) and pull straight down to the next line and stop. Lift pencils and dot the "i". Follow same procedure as above for other letters, as they can master each and say the name of each letter.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Writing is essential to many careers. Performance Objectives: The child will name two careers in which writing is especially important. Methods: The teacher will discuss how writing is essential to many careers. Examples will be given. Some careers will be presented as relating more than others to writing: Examples: secretary, attorney, etc.	Concept: The standards of character and conduct of Freedom's Code is to be kind. Performance Objectives The child will be able to tell how they can show kindness to others. Methods: 1. See Living With Me and Others, Level B, Manual pg. 45-54. 2. Observe and discuss filmstrip on "Kindness" and movie on "Courtesy."	1. Harlandale Audio-Visual Center: filmstrip - N-22 "Kindness" 16mm film - 16-633 "Courtesy For Beginners," 11 min. in color 2. Available from Region XX: Living With Me and Others Level B. Character Education Curriculum. Bilingual Harlandale Audio-Visual Center: filmstrip - S-168 ¿En Donde Trabaja Mama? Appendix in this Guide Chart; "Auxiliadores De La Communidad."	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
The child will develop readiness for cursive writing. Work toward coordinated movements.	**The child will be able to perform the following activities:** 1. Move his arm in the air, correctly forming at least three large loops, three rainbows, and three rockers. 2. Correctly form at least three small loops, three small tunnels, three small rainbows, and three small rockers in same (or other media). 3. Correctly form at least three loops, tunnels, rainbows and rockers on strips of paper in gaining finger muscular control and in developing direction in reference to the left-right sequential formulation and connection of letters. 4. Correctly form at least three rainbows, rockers, loops, and tunnels on lined paper.	Vocabulary: gross - el todo, por junto motor control - control movil Concept: Muchas carreras requieren buen uso del todo control móvil. Performance Objectives: El alumno identificará retratos de bailadores, actores y atletas en posturas de acción. Methods: 1. Al dársele varios retratos cortados de revistas de bailadores y atletas en posturas de acción, el alumno podrá clasificarlos cortándolos y pegándolos en las columnas correctas designadas bailadores y atletas. 2. Divida la clase en tres grupos: actores, bailadores, y atletas. Permítales un poco de tiempo para planear y luego desempeñar una acción (todo el grupo, representantes del grupo.)	1. The teacher will discuss and demonstrate the formation of loops, tunnels, rainbows and rockers in air with large expansive gestures, in gaining a kinesthetic awareness of larger gross muscular movements and muscular control and small or fine muscular movements and muscular control through the tactile sense. 2. The teacher will guide the student in his holding the chalk and forming his figure on the board. 3. The teacher will discuss and demonstrate the form of loops, tunnels, rainbows, and rockers on strips of paper from left to right. 4. See Manual of Kephardt materials for teaching suggestions for motor control. 5. See Manual for Frostig program for finger motor control and visual exercises. 6. Use record (Waltzes and Marches) for rhythm and making the loops, tunnels, etc. more fun to do.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Many careers require good gross motor control. Performance Objectives: The child will identify pictures of dancers, actors, and athletes in action poses. Methods: 1. Given several pictures cut from magazines of dancers and athletes in action poses, the child will classify by cutting and pasting in correct columns labled dancers and athletes. 2. Divide room into three groups: actors, dancers, and athletes. Give them a little time to plan and then "perform" one feat (all of the group or representatives of group.)	Concept: One of the standards of character and conduct of Freedom's Code is honesty. Performance Objectives The child will discuss the importance of honesty in the regiment, training program for actors, dancers, and athletes. Methods: 1. See Living With Me and Others, Level B, Manual pg. 17-28. 2. Sing song "Honesty" from above Manual, illust. #1. Use record if needed.	1. Harlandale Audio-Visual Center: records - PR-173 "Marches," Bowmar Orchestral Library, #54 "March Militaire," Schubert PR-174 "Dances, Part I," Bowmar Orchestral Library #55 "Skater's Waltz," Waldteufer. 2. Available from Character Education at Region XX Center: "Living With Me and Others," Level B, Character Education Curriculum, and record, "Honesty." 3. Available from American Guidance Services, Inc: Peabody Picture Cards from Peabody Laboratory Kit, Level A. 4. Available from Harlandale Elementary Curriculum Center: a. Frosting Program for Visual Perception b. Kephardt Program for Motor Coordination. Bilingual ESC Region XX: filmstrip - 62-098 El Flautista de Jamelin film 4700 - Oaxaca - Ciudad De Bailes	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Detect errors in form and begin to correct them in cursive writing.	**The child will be able to perform the following activities:** Correctly form and name all the lower case letters using one space.	Vocabulary: jeweler - joyero clockwork - mecanismo de un reloj Concept: Los joyeros necesitan usar limites exactos y especiales en su empleo para hacer mecanismos de reloj y joyeria. Performance Objectives: Al dársele una serie de artículos de una tienda de joyeria, el alumno escogerá los retratos de los artículos que requieren habilidad exacta y especial. Methods: 1. Usando paginas rasgados de catalogos (Sears, Wards, Penney's etc.), el alumno podrá escoger artículos para cortar y pegar aquellos que pertenecen a un joyero en un cartel o fijar en la tablilla. 2. Vean y discutan pelicula.	1. The teacher will demonstrate and discuss the linkage of letters and the natural left right flow of cursive script. 2. Practice writing designs:  3. For those having difficulty: a. Write on the board and have the child trace over it. b. Hold the child's hand as you guide him through the letters and connecting process. c. Prepare a ditto sheet of practice writing to have the child trace samples and then try to copy the samples in the spaces below.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Jewelers need to use exact, special limits in their work in both the making of clockwork and jewelry.	Concept: One of the standards of character is pride in doing a job to the best of one's ability.	1. Harlandale Audio-Visual Center: filmstrips - AA-9 "The Watchmaker and Jeweler," N-46 "Thinking For Yourself" Bilingual ESC Region XX: film 4703 Taxco - Ciudad De Plata	
Performance Objectives: Given a series of items from a jewelry shop, the child will pick out those pictures of items requiring exact special knowledge.	Performance Objectives In response to a question the child will state one way in which pride in his work is important in a jeweler.		
Methods: 1. Using pages torn from catalogues (Sears, Wards, Penney's etc.) the child will be able to pick out items to cut out and paste those things pertaining to a jeweler on a poster, or pin those things on a bulletin board. 2. Observe and discuss filmstrip.	Methods: 1. Discuss what pride in his work might do to the jeweler's products. 2. Discuss what might be the result if the child did all of his school work to the best of his or her ability. 3. Observe and discuss filmstrip.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Write the correct form in cursive writing.	**The child will be able to perform the following activities:** Correctly form and name all the upper case letters on paper using two spaces.	Vocabulary: sign - letrero painter - pintor upper case letter - letra mayúscula lower case letter - letra minúscula Concept: Los pintores de letreros necesitan saber formar letras mayúsculas y minúsculas correctomente. Performance Objectives: El alumno cortará dos retratos de letreros de unas revistas y discutirá lagunas maneras en que el pintor uso destrezas de escribir. Methods: 1. La maestra discutirá la hechura de letreros. 2. Deje que los alumnos nombren algunos letreros que han visto Casa de Venta; Se Necesita Ayuda, letreros de calles, etc. 3. Deje que los alumnos hagan su propio letrero prentendiendo vender algo, o un letrero de carretera, etc. 4. Prepare una tablilla de retratos enseñando toda clase de letreros.	1. The teacher will discuss upper case letters, their reason for existence and use. The teacher will form each letter on the chalkboard for the student and name the letter. Using a piece of clay the teacher will form mono-syllable words beginning with upper case letters. The teacher will demonstrate and discuss the forms of words using two spaces for the upper case letters and tall lower case letters and one space for the lower case letters. 2. Given an opportunity, the child will make a sign using lower and upper case letters showing a way to help people, using manuscript or cursive writing.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Sign painters need to know how to form upper case and lower case letters correctly. Performance Objectives: The child will cut out two pictures of signs from magazines and discuss some of the ways the sign painter used writing skills. Methods: 1. The teacher will discuss sign making. 2. Let the children name some signs they have seen: House for Sale, Help Wanted, Street Signs, etc. 3. Let the children make their own sign to pretend to sell something or a highway sign, etc. 4. Make a bulletin board display of pictures of all kinds of signs.	Concept: One of the standards of character and conduct of Freedom's Code is helping others. Performance Objectives The child will name two kinds of signs giving directions to help people. Methods: 1. The teacher will display various signs to the class explaining their functional purpose. 2. Following this activity the teacher will lead a discussion about the defacement of signs. 3. Discuss who made the directional signs. 4. See Manual pg. 55-64 Living With Me And Others, Level B.	1. Harlandale School Library: E Mr. Pine's Mixed-up Signs K-3, by Kessler J 659.1 Let's Find Out What The Sign Says, by Shapp J 811 Watch Out, K-3, Smaridge (poetry) 2. Available From Region XX: "Living With Me And Others," Level B, Character Education Curriculum.	

Sample Check List for 2nd Grade Language Arts

Name _____ Teacher _____

Beginning Date _____ Date Moved to Next Level _____

___ Has adequate reading vocabulary of sight-words for level.
___ Decodes Grade 2 words skillfully.
___ Hears similarities and differences in sounds of final consonant blends & diagraphs.
___ Hears similarities and differences in sounds of vowel diphthongs.
___ Hears similarities and differences in sounds of vowels "r".
___ Discriminates between long and short vowel sounds.
___ Identifies long vowel sounds in one syllable words.
___ Identifies short vowel sounds in one syllable words.
___ Hears and identifies number of syllables in a word.
___ Matches sounds of final consonant blends with their printed symbols.
___ Matches sounds of final consonant diagraphs with their printed symbols.
___ Matches sounds of vowels with "r" with their printed symbols.
___ Matches sounds of vowels with "l" with their printed symbols.
___ Matches sounds of vowels diagraphs with their printed symbols.
___ Draws inferences and sees relationships between motives & feeling of characters in story.
___ Predicts acceptable outcomes of stories.
___ Reads orally with fluency and expression.
___ Sensitive to character traits and moods in stories.
___ Can classify and organize information.
___ Can state main idea of given story which he has read.
___ Recognizes the vowel dipthongs - ou, ow, oi & oy.
___ Understands use of soft c and g.
___ Understands use of hard c and g.
___ Understands effect of final e on vowels.
___ Identifies root words with inflectional endings ("s" and es).
___ Identifies and forms words with comparative endings (d, ed, ing).
___ Identifies and forms words with comparative endings (er and est).
___ Understands effect of comparative endings on meaning of words.
___ Expands dictionary skills - alphabetizes to 2 letters.
___ Expands reference skills.

Teacher's Comments

Sample Check List for 2nd Grade Language Arts

Name _____ Teacher _____

Beginning date _____ Date Moved to Next Level _____

___ Recognizes synonyms.
___ Recognizes homonyms.
___ Can retell story read in sequence.
___ Observes punctuation marks.
___ Recognizes the suffixes - ly, ful, ness & tion.
___ Recognizes the prefixes - a, be, un, re, in & dis.
___ Recognizes singular possessives.
___ Recognizes root words & suffixes - y, en, es & est.
___ Has aquired previous skills taught.
___ Able to work with peers.
___ Able to work independently.

Teacher's Comments

3

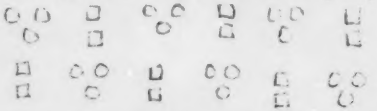
MATH - SECOND GRADE

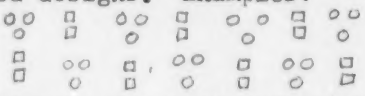
CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Numeration Development: - Symbols for number and counting	The child will be able to perform the following activities: 1. Correctly count the objects in a set of ten, one by one. 2. Name correctly the number of members in a given set using nonstandard symbols. 3. Given a set of ten objects, correctly record numbers from the greatest value to the least value and from the least value to the greatest value. 4. Correctly record equality and inequality symbols to describe the comparison between two numbers, comparing ten pairs of numbers.	Vocabulary: number - número count - contar cashier - cajera Concept: La cajera usa su destreza de números para contar dinero cada día. Performance Objectives: El alumno podrá decir como la cajera usa destreza de números. Methods: 1. Que el alumno haga el papel de una cajera en un restaurante; una tienda de comestibles; un banco. 2. Discuta destrezas de números que se requieren en los deberes de una cajera.	1. Children may sing counting songs or counting games (jump rope or exercise). 2. Make up symbols for counting. Examples: sticks - 卌 ||| ; lines for score keeping - ~~XX~~ , giving five points each, etc. 3. Have children arrange dominoes in numerical order; arrange number cards in numerical order, having given a number to each child have them place themselves in order. 4. Write pairs of numerals on the board with space enough between to write the symbols $>$, $<$ or $=$. For those needing help, use counting discs to represent each numeral.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The cashier uses his number skills to count money each day. Performance Objectives: The child will be able to tell how the cashier uses number skills. Methods: 1. Have students role play the job of a cashier in a restaurant; a grocery store; a bank. 2. Discuss number skills involved in cashiering.	Concept: Our reputations are determined by what others see in us. Performance Objectives The child will be able to name some of the things he most admires in others. Methods: Discuss the people the children admire most and what it is about those persons that were admirable.	1. Harlandale Audio-Visual Center: filmstrip - P-38 "Personal Appearance" Getting Along With Others Series Z-55 "More or Less" Z-62 "Words for Comparisons" Arithmetic Series 16mm film - 16-705 "Let's Have Respect" 11 minutes in color 2. Modern School Mathematics Book 2, Houghton Mifflin Company, p. 99-100, 94, 263 for counting; p. 7-10 for inequalities, greater than or less than. Bilingual 1. Appendix in this guide: Chart: "Auxiliadores de la Comunidad", p. 1, 9. 2. Bilingual Dept., H.I.S.D. filmstrip- S-126 Ayudantes Para Nuestra Escuela	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Numeration Development: - Recognition of Cardinality and Ordinality of sets	The child will be able to perform the following activities: 1. Given ten sets of objects or pictures of objects, show recognition of sets by correctly naming the cardinal numbers of each sets. 2. State correctly the ordinal number to describe the position of an object when the object is presented in a series or arrangement. 3. Given a list of twenty cardinal and ordinal numbers, circle all the cardinal numbers and underline all the ordinal number correctly.	Vocabulary: mathematics - matemáticas cardinal - cardinal ordinal - ordinal, indica el orden Concepts: Las secretarias de las escuelas usan la matematica diariamente. Performance Objectives: El alumno podrá decir como las secretarias usan la matemática. Methods: 1. Discuta como los números ordinales se usan para indicar los grados de primero a quinto. 2. Discuta como los números cardinales se usan para guardar la presencia y los anales de las edades, las direcciones, los teléfonos, y los números de los cuartos de los alumnos.	1. Use large dominoes and play relay game. Divide into two groups. Run to board and write the number of the domino. The group that can give the most correct answers is winner. 2. Ask students to tell their seating position. Example: first, fifth, etc. on third row. 3. Line up a group of objects on a desk or table and have children tell what is first, fourth, etc. 4. Give each child a card with a numeral or a card with a number that describes a position (first, second, third, etc.). When the teacher calls for ordinal numbers or cardinal numbers the children holding the correct card will stand.

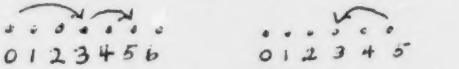
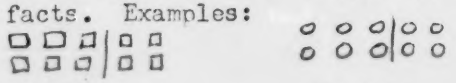
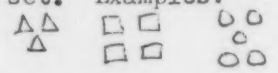
CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: School secretaries use mathematics each day. Performance Objectives: The child will be able to tell how secretaries use mathematics. Methods: 1. Discuss how ordinal numbers are used to denote grades first through fifth. 2. Discuss how cardinal numbers are used in keeping attendance, records of children's ages, addresses, telephone numbers, and room numbers.	Concept: One of the standards of character and conduct of Freedom's Code is to stand for truth. Performance Objectives The child will be able to tell why it is important for workers and children to stand for truth. Methods: 1. Discuss meaning of truth or truthfulness. 2. Have students learn to sing the song, "I Stand for Truth" (use record for singing along) from the Living With Me and Others Level B.	1. Harlandale Audio-Visual Center: filmstrip - N-21 "Honesty" Character Building Series 16mm film - 16-11 "Are Manners Important?" 11 minutes, B/W 16-701 "Integrity" 11 minutes in color 16-200 "Numbers for Beginners" 10 minutes in color 16-296 "Introducing Sets, Numbers and Numerals" 11 minutes in color 2. Modern School Mathematics Book 2, Houghton Mifflin Company, p. 2, 3, 5, 6, 13, 14, 93-96. 3. Available from ESC Region XX: Living With Me and Others Level B, Character Education Curriculum. Bilingual 1. ESC Region XX: record - 67-044 Vamos a Contar 2. Bilingual Dept., H.I.S.D. filmstrip - S-171 El Hombre de Pan de Janibre	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Numeration Development: - Number Theory	The child will be able to perform the following activities: 1. Correctly group twenty objects into sets of twos, threes, fives, tens and correctly count the number of members. 2. Correctly skip count by twos, threes, fours, fives, and tens, starting from a given number and ending at a given number. 3. Correctly identify the odd and even numbers from a list of twenty numbers by placing a circle around the odd numbers and underlining the even numbers.	Vocabulary: seamstress - costurera tailor - sastre costume - traje, vestido set - juego, grupo Concept: Las costureras y los sastre usan grupos matemáticos para diseñar y preparar trajes. El artista a veces usa grupos para preparar diseños. Performance Objectives: El alumno podrá mostrar el uso de grupos en un diseño repetido en la clase de arte. Methods: 1. Use objetos de tabla franela (cuadrados, círculos, triángulos, estrellas, palillos) para arreglar en grupos para un diseño repetido. Ejemplo:  2. Discuta costureras usando diseños repetidos en botones, cequi, o bordado. 3. Discuta como el artista usa colores y formas repetidas en sus diseños.	1. Use counting discs or blocks to group into sets of twos, then threes, and tell how many sets they could make out of the discs or blocks that they had and how many were left over. 2. Have students use the number line and count by twos (skipping every other one). Then try threes, fours, fives, and tens. 3. Discuss even numbers that can be divided into two whole equal parts. Hunt for even numbers on the number line, or use counting blocks to find sets that could be divided equally. 4. Discuss odd numbers that cannot be divided into two whole parts. Example: Use three apples to divide in half.

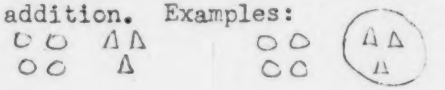
CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Seamstresses or tailors use mathematical sets in designing and preparing costumes. The artist sometimes uses set in preparing designs. Performance Objectives: The child will be able to demonstrate the use of sets in a repeated design for art class. Methods: 1. Use flannel board objects (squares, circles, triangles, stars, sticks) to arrange in sets for repeated designs. Examples:  2. Discuss seamstresses using repeated design in buttons, sequins, or embroidery. 3. Discuss artist's use of repeated colors or shapes in his designing.	Concept: The pledge of allegiance to the flag is not just words but a standard of conduct for living. Performance Objectives The child will be able to tell in own words what he means when he pledges allegiance. Methods: 1. Discuss each phrase of the pledge and what it means. 2. Observe and discuss the filmstrips and film. 3. Discuss importance of living up to our promises or pledges.	1. Harlandale Audio-Visual Center: filmstrip - V-14 "We Print Designs and Pictures" Art In Our Classroom Series H-98 The American Flag Series Part I L-98 (PR-533) "Pledge of Allegiance" with record V-75 "Artists and Artisans" Artists of Many Lands Series AA-5 "The Tailor" Our Neighborhood Workers Series 16mm film - 16-117 "Our Country's Flag" 11 minutes in B/W 2. Modern School Mathematics Book 2, Houghton Mifflin Company. Bilingual 1. Bilingual Dept., H.I.S.D. filmstrip - S-148 El Burro Que Pretendió Ser Leon	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Numeration Development: - Place Value	The child will be able to perform the following activities: 1. Correctly name twenty two digit numbers that represent sets of ten objects and single objects. 2. Designate the correct value shown by the digits in a given column. 3. Describe correctly relationship between two given numbers, based on comparison of digits of the same place value.	Vocabulary: value - valor deposits - depósitos withdrawals - retiros Concept: Los banqueros necesitan un entendimiento del lugar de los numeros (si van en el uno, los diez, o los cientos) para contar dinero y guardar anales de los depósitos y los retiros. Performance Objectives: El alumno podrá enseñar como un banquero puede sumar y restar. Ejemplos: $1.26 + 2.32 = \$.$ $3.67 + .53 = \$.$ Methods: 1. Vea y discuta películas. 2. Que los alumnos hagan el papel de un banquero tomando depósitos y guardando anales con dinero de juego.	1. Have students group 7 objects into sets of three. See that there are two sets of three and one left over. 2. Have students group objects into sets of tens and sets of ones. Examples: Students may describe twelve as being one set of ten and four ones left over, and it is written 1/. 3. Have students use flannel graph materials to show place values, or use plastic drinking straws and 3 boxes or 3 coffee cans marking them hundreds, tens and ones. Use rubber bands to group tens. A pocket chart divided iinto hundreds, tens, and ones may also be used with paper strips or ice cream sticks to place in the pockets to show number meanings. 4. Play game "Spin a Place", p. 69 from Math Activities for Child Involvement, from Allyn and Bacon.

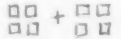
CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Bankers need an understanding of place values in order to count money and keep records of deposits and withdrawals. Performance Objectives: The child will be able to show how a banker could add or subtract: Examples: $1.26 + 2.32 = $. $3.67 - .53 = $. Methods: 1. View and discuss filmstrips. 2. Have students role play a banker taking deposits and keeping records, using play money.	Concept: Financial institutions need workers of good characters and honorable conduct. Performance Objectives The child will be able to tell about the kind of institution in which he would place his savings. Methods: 1. Discuss filmstrips on banking and some measures taken to "secure" money entrusted to the bank. 2. Discuss what could happen to dishonest workers.	1. Harlandale Audio-Visual Center: filmstrip - X-22 "Making Change" Adventure With Mathematics Series T-56 (PR-366) "Let's Go To A Bank" with record Community Helpers Series AA-8 "The Banker" Our Neighborhood Workers Series CC-58 "My Mother Works in a Bank" Mothers Work, Too Series 2. Modern School Mathematics Houghton Mifflin Company 3. Math Activities for Child Development, by Enoch Dumas, Allyn and Bacon, Inc. Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-151 Como Manejar el Dinero	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Operations: - Addition and Subtraction	The child will be able to perform the following activities: 1. Make one example and demonstrate correctly on a number line the relationship between addition and subtraction. 2. Given five sets of two group objects write number sentences to describe correctly addition combinations and the related subtraction facts. 3. Correctly demonstrate the use of parentheses in one given equation, and write four original equations with parentheses to illustrate the grouping (three or more addends).	Vocabulary: window - ventana washer - el que lava, lavador Concept: El que lava ventanas usa destrezas de números en su empleo. Performance Objectives: El alumno dirá en que maneras el lavador de ventanas usa destrezas de números que se han aprendido en la escuela. Methods: 1. Discuta los instrumentos y la instrucción que se necesita para lavar ventanas. 2. Discuta como los lavadores de ventanas de oficinas grandes cuentan ventanas y calculan cuanto tiempo tardarán en lavarlas todas. 3. Juegue el juego: El lavador de ventanas tiene 23 ventanas para lavar. Ya lavó 10. ¿Cuántas le faltan? Vea a ver quien contesta correctamente primero.	1. A number line on the chalkboard, bulletin board, or floor may be used to show relationship between addition and subtraction. Example: 3+2=5 and 5-2=3  2. Place two sets of objects on the flannel board or draw them on chalkboard. Write all the related addition and subtraction facts. Examples:  4+6=10 10-6=4 6+4=10 10-4=6 3. Use 3 sets of objects on flannel board or chalkboard. Write the numerals to represent those sets on the board. Place parentheses around two of the sets. Add those first then all the other set. Examples:  (3+4)+5=12 3+(4+5)=12

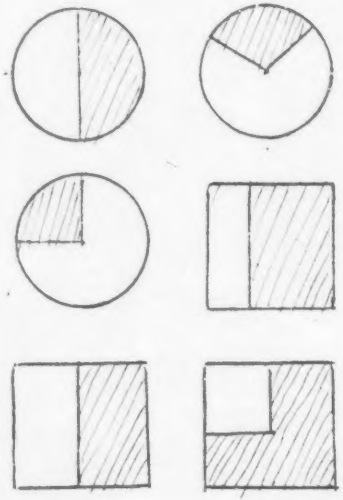
CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: A window washer uses number skills in his work. Performance Objectives: The child will be able to tell in what ways a window washer uses number skills learned at school. Methods: 1. Discuss tools and training needed for window washing. 2. Discuss how many window washers for large office buildings count the windows and estimate how long it will take to clean all of them. 3. Play game: The window washer has 23 windows to wash. He has already washed 10. How many are left? See who can answer correctly first.	Concept: A job worth doing is a job worth doing well. Performance Objectives The child will be able to explain how he feels when he has done something to the best of his ability. Methods: 1. Discuss how we would feel if we were window washers, would it take courage? 2. Discuss what the windows look like if the window washer does a good job. 3. Discuss how the window washer feels when all the windows are shiny and bright.	1. Harlandale Audio-Visual Center: filmstrip - L-90 (PR-511) "Who's Afraid?" with record, How Do I Learn Series L-64 (PR-368) "Try, Try Again" with record, Little Things That Count Series 2. Modern School Mathematics Houghton Mifflin Company. Bilingual Bilingual Dept., H.I.S.D. filmstrip- S-126 Ayudantes Para Nuestra Escuela	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Addition and Subtraction Continued:	The child will be able to perform the following activities: 1. Write correctly five original facts to illustrate the addition property of zero. 2. Correctly make at least five number sentences involving addition and subtraction true when the unknown is either the sum or the difference. 3. Correctly make at least five number sentences involving addition and subtraction when the unknown is neither the sum nor the difference.	Vocabulary: pharmacist - boticario interpret - interpretar measure - medir mix - mezclar prescribe - ordenar Concept: El boticario usa destrezas de matemáticas para interpretar, medir, y mezclar las medicinas que se han ordenado. Performance Objectives: El alumno podrá decir que es lo que hace un boticaro. Methods: 1. Vea y discuta las películas del boticario y la botica. 2. Discuta la importancia de exactitud. 3. Discuta la necesidad de saber lo que ocurre cuando los ingredientes se combinan.	1. Draw two elipse on the board. In one draw several objects. Put nothing in the other. Ask child to tell how many are in each. Write the numeral for the several objects on the board and a zero to represent the empty set. Lead the students to add a number and 0 until they can see that zero adds nothing to the original number. 2. Using flannel board or magnetic board group sets of objects. Have students write the number sentences for subtraction and addition. Examples:  4+3=7 7-3=4 3. After mastery of above begin same type of problems omitting addends or subtrahends. Examples: 4+?=7 7-?=4 ?+3=7 ?-3=7

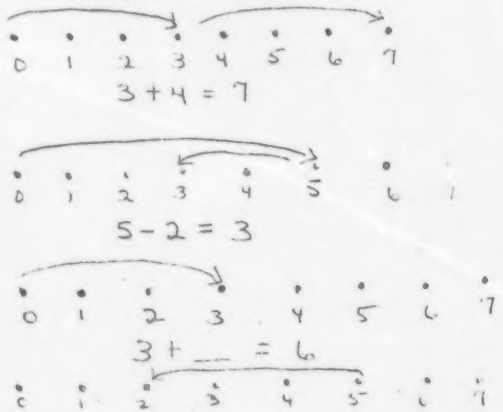
CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The pharmacist uses skills of mathematics to interpret, measure and mix the medicines that have been prescribed. Performance Objectives: The child will be able to tell what a pharmacist does. Methods: 1. View and discuss the films of the pharmacist and pharmacy. 2. Discuss the importance of accuracy. 3. Discuss the need to know what happens when elements are combined.	Concept: Skills are developed through practice and determination. Performance Objectives The child will be able to tell ways in which he can master a skill. Methods: 1. Read story "Everyone Cheered" and discuss. See suggestions for questioning strategies in book. 2. Discuss how our school skills can be developed in the same way as our story.	1. Harlandale Audio Visual Center: filmstrip - X-5 Addition and Subtraction Concepts Work and Play With Numbers Series X-12 Addition and Subtraction, 1 X-13 Addition and Subtraction, 2 Arithmetic, set one AA-13 "The Neighborhood Pharmacist" Some Neighborhood Helpers Series CC-60 "My Mother Works in a Drug Store" Mothers Work, Too Series 2. Myself and Others, The Human Values Series, Blue Book, Steck-Vaughn Company.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Operations: - Multiplication	The child will be able to perform the following activities: 1. Demonstrate correctly the relationship of multiplication to addition by using sets, arrays and the number line, at least one example of each.	Vocabulary: lumbermen - madereros lumber - madera figure - figurar Concept: Los madereros usan destrezas de multiplicación para figurar el número de pies de tabla en la madera. Performance Objectives: El alumno podrá decir como los madereros usan matemáticas en su empleo. Methods: 1. Vea y discuta películas de madera, y la hechura de madera. 2. Discuta como se compran las tablas para construir algo (como un puesto de libros): largura, altura, hondura. Trabajen juntos con la tabla haciendo un puesto 30 X 10 X 36. ¿Cuántos pies de madera se necesitan?	1. Have students arrange sets of equal number on flannel board, magnetic board. Write the number sentences of addition to describe the sets. Examples:  4 + 4 + 4 + 4 = 16 2. Have students write the multiplication sentences for sets of objects. Examples: 4 x 4 = 16 Observe filmstrip of groups and discuss.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Lumbermen use multiplication skills in figuring the number of board feet in lumber. Performance Objectives: The child will be able to tell how lumbermen use mathematics in their work. Methods: 1. Observe and discuss films on lumber and lumbering. 2. Discuss how boards are bought to build something (like a bookcase), length, height, depth. Work together on the board building a book case 30 x 10 x 36, with three shelves. How many board feet of lumber would it take?	Concept: Doing work of value to society gives a sense of well being. Performance Objectives The child will be able to tell in what ways society benefits by lumbering. Methods: 1. Discuss how lumbering helps all people. 2. Discuss other jobs that are of benefit to all. 3. Discuss what we can do now to help others.	1. Harlandale Audio-Visual Center: filmstrip - Z-59 "Things in Groups" Arithmetic Series E-19 The Lumber Mill More About the Country Series AA-92 "Lumbering" American at Work Series 16mm films - 16-473 "The Lumberman" 15 minutes in color 2. Multiple Methods of Teaching Mathematics in the Elementary School, by Charles H. D' Augustine, Harper & Row, Publishers, p. 102-112. Bilingual Bilingual Dept., H.I.S.D. filmstrip = S-154 Otros Trabajadores de la Comunidad	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Operations Fractions:	The child will be able to perform the following activities: 1. Construct parts of wholes or sets of objects and correctly name the parts by writing rational numbers, at least one example of each fraction studied. 2. Write correctly the number that describe the fractional part shown by a given model. 3. Demonstrate the meaning of given fractional parts by correctly placing the correct additional parts to form a whole for the following: 	Vocabulary: cook - cocinero waitress - mesera fraction - fracción Concept: Los cocineros necesitan saber fracciones para aumentar o disminuir récipes. Las meseras necesitan saber fracciones para cortar y servir comidas como tortas o pasteles. Performance Objectives: El alumno podrá decir de una ocasión en la cual una mesera usa matemáticas y dé una en la cual un cocinero usa matemáticas. Methods: 1. Vea y discuta alguna película de meseras. 2. Discuta su uso de matemáticas. 3. Discuta el uso de matemáticas de los cocineros. 4. Ponga una récipe de un dulce de leche en la pizarra. Auméntela y disminúyela--por la mitad, dóblela.	1. Cut 4 pieces of tag board the width of a pocket chart and about 3" to 4" tall. Leave one whole. Cut one strip in half and mark each with $\frac{1}{2}$. Cut one strip into fourths and one strip into thirds and mark each. Place the parts in the pocket chart to show a whole from $\frac{1}{2}$'s, $\frac{1}{4}$'s and 1/3's. 2. Draw circles, squares, rectangles, triangles, apples, oranges, etc., on ditto sheets. Have the children divide some of the objects into halves, some in thirds, some in fourths. 3. Cut large shapes out of tag board and divide them into halves, thirds, and fourths. Have the children put the parts together to make wholes.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Cooks need to know fractions in order to increase or decrease recipes. Waitresses need to know fractions in order to cut and serve foods such as cakes or pies. Performance Objectives: The child will be able to tell one way a waitress uses math and one way in which a cook uses math. Methods: 1. Observe and discuss filmstrip of waitresses. 2. Discuss their use of math. 3. Discuss cooks' needs for math. 4. Put a recipe for fudge on the board. Increase and decrease it - half, twice as much, etc.	Concept: Practicing cleanliness andd safety adds to our health and state of well being. Performance Objectives The child will be able to tell why he would not like to eat in a place that was not clean and where the workers were not clean. Methods: 1. Observe and discuss filmstrips on health and safety. 2. Discuss importance of cleanliness and safety practices in food preparation.	1. Harlandale Audio-Visual Center: filmstrip - U-3 "Keeping Neat and Clean" Health Stories Series U-8 "Controlling Germs" Health and Safety Series Q-52 (FR-539) "Keeping Clean" with record, Good Health Habits Series Y-68 "Cafeteria Workers" School Helper Series CC-56 "My Mother is a Waitress" Mothers Work, Too Series Z-56 "Cooking By Measure" Z-58 "Wholes and Parts" Arithmetic Series (Set of 8) X-17 "Meaning of Fractions" Arithmetic, Set 2 Bilingual Bilingual Dept., H.I.S.D. filmstrip- S-126 Ayudantes para Nuestra Escuela S-168 ¿En dónde Trabaja Mamá?	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Problem Solving: Types of Problems Solving:	**The child will be able to perform the following activities:** 1. Correctly interpret at least five pictorial representations orally or in written number sentences. 2. Correctly interpret number symbols without teacher directions in order to solve ten given problems, using +, -, x, <, >, and =. 3. Correctly interpret word symbols, without teacher directions, in order to solve at least ten problems, using the following: word symbols, subtract, add, and multiply.	Vocabulary: clues - indicaciones detective - denunciador, investigador Concept: Las destrezas de buscar indicaciones para resolver problemas de matemáticas se pueden usar por investigadores en sus empleos. Performance Objectives: El alumno podrá nombrar dos cosas que un investigador hace y dos clases de indicaciones que puede buscar. Methods: 1. Lea un libro de misterio y discuta las indicaciones. Ejemplos: "Indicaciones en el Bosque," por Parish "El Misterio de la Casa de Bomberos," por Adrian Encyclopedia Brown Series 2. Haga el papel de un investigador en clase. Esconda un borrador y traiga a un alumno del pasillo para que lo encuentre, dándole indicaciones en donde está poco a poco.	1. Illustrate number problems on the board using the number line. Have children tell the number sentence it illustrates. Examples:  2. Have the students use sets on the flannel graph or magnetic board and write number sentences for the sets. (Addition, subtraction, multiplication, greater than, less than, or equal to). 3. Read story problems or word problems and write the number sentences.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The skills of hunting clues in solving problems of math can be utilized by detectives in their jobs. Performance Objectives: The child will be able to name two things a detective might do and two kinds of clues he might look for. Methods: 1. Read a mystery book and discuss the clues. Examples: "Clues in the Woods," by Parish "Firehouse Mystery" by Adrian Encyclopedia Brown Series 2. Play detective in room. Hide an eraser and bring a child in from the hall to find it gradually giving clues to where it is.	Concept: The wrongs we do cannot be completely undone, but we should try to make amends. Performance Objectives The child will be able to tell one way he could make amends for a wrong. Methods: 1. Read and discuss story "Jerry and the Rings" p. 180-190. See Manual suggestions for questioning strategy. 2. Discuss things we have done and what we have done to try to make it right.	1. Harlandale Audio-Visual Center: filmstrip - X-15 "Solving Problems," Arithmetic, Set 1 Z-62 "Words for Comparing" Arithmetic Series (Set of 8) 16mm film - 16-748 "We Make Choices" 10 minutes in color 2. Modern School Mathematics Book 2, Houghton Mifflin Company. 3. Myself and Others, The Human Values Series, Blue Book Steck-Vaughn Company. jFic Clues In The Woods, by Parish jFic Firehouse Mystery, by Adrian jFic Encyclopedia Brown Series by Sobol Bilingual ESC Region XX: filmstrip - 62-100 Tres Osos 62-101 Caperucita Roja	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Problem Solving: - Concept of Proof	The child will be able to perform the following activities: 1. Use matching procedures with objects to show correctness of answers to at least five addition and subtraction problems. 2. Use inverse processes to check answers for at least five addition and subtraction problems.	Vocabulary: Diagnose - diagnosticar illness - enfermedad medication - medicación Concept: Las destrezas de matemáticas se pueden usar por los médicos para diagnosticar las enfermedades y para revisar la exactitud de las medicaciones ordenadas. Performance Objectives: El alumno podrá decir de dos cosas que el médico revisa cuando uno está enfermo. Methods: 1. Vea y discuta películas de médicos. 2. Discuta algunas cosas que el médico busca cuando uno está enfermo y le visita. 3. Discuta como su tratamiento es como las destrezas de matemáticas, viendo que todo esté bien, si las medicaciones están trabajando, etc.	1. Have students use counting discs or blocks or lima beans to group and regroup to check addition or subtraction problems. 2. Have students use a number line to check addition or subtraction problems. 3. Have students add vertical problems up and down to double check the answers. 4. Have students use subtraction to check addition. Examples: 86 +13 99 -13 86

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The skills of mathematics can be used by doctors in diagnosing illnesses and in checking on the correctness of the prescribed medication. Performance Objectives: The child will be able to tell two things a doctor checks on when you are ill. Methods: 1. Observe and discuss filmstrips on doctors. 2. Discuss some of the things a doctor looks for when you go to him if you are ill. 3. Discuss how some of his treatment is like math skills skills, checking to see if everything is right, if the medication is working, etc.	Concept: We are judged (by others) by the way we react to emergencies. Performance Objectives The child will be able to tell what he would do in case of an emergency. (let child choose a situation to discuss). Methods: 1. Read and discuss story "Tag Along Ted", p. 46-57 from Manual of Myself and Others. 2. Discuss some of the ways people might react to: a fire in the house a car accident a quarrel a lost pet	1. Harlandale Audio-Visual Center: filmstrip - Y-58 The Doctor Community Helpers Series, Set 1 AA-11 The Neighborhood Doctor, Some Neighborhood Helpers Series L-89 "Marking Mistakes" L-91 "Figuring Things Out" with record (PR-512) How Do I Learn Series S-84 "What A Doctor Sees When He Looks At You" Community Helpers Series cassette tape - Cas. T-20 "I Want To Be A Doctor" cassette with filmstrip, I Want To Be Series 2. Modern School Mathematics Book 2, Houghton Mifflin Company. Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-135 Una Visita al Medico S-189 Resolviendo Problemas Personales	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Relation: - Equality and Inequality	The child will be able to perform the following activities: 1. Construct correctly at least one equivalent set of coins, for a nickle, a dime, a quarter, and a half dollar. 2. Demonstrate, using a set of ten objects, that there are at least five ways of making ten by grouping. 3. Make at least five sets of objects to show more than a given set, and at least five sets of objects to show more than a given set. 4. Arrange correctly a set of blocks or objects in order of smallest to largest or largest to smallest. 5. Name correctly a number greater than or less than a given number using the number line.	Vocabulary: housewife - ama de casa purchase - comprar supplies - provisiones budget - presupuesto Concept: Una ama de casa puede utilizar destrezas de matemáticas en la compra de sus provisiones y en el presupuesto de su dinero para mejor hacer frente a sus necesidades. Performance Objectives: El alumno podrá decir de dos cosas que su mamá hace en las cuales usa destrezas de matemáticas. Methods: 1. Vea y discuta películas de una mamá, comprando bienes y servicios, y del mercado. 2. Discuta unos empleos de la ama de casa que tratan con la matemática--el presupuesto, el comprar, el pagar cuentas, el reparar el coche, etc.	1. Have students using play money, group coins in equivalent sets. Examples: two nickels or one nickel and five pennies, or ten pennies equal one dime. 2. Play a game of tens. Let children see who can find the most ways to write ten in ten minutes. Examples: 8+2, 7+3, 6+4, 5+5, etc. 3. Have students use blocks or sets of flannel board objects to group sets showing sets greater than or less than a given set. 4. Arrange a set of objects, or children from a row in the room, in order of smallest to largest or largest to smallest. (In case of children call it shortest to tallest). 5. Using the number line name a numeral and have some one tell the next number, or the number before. Then try it without looking at the number line.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: A housewife can utilize the skills of math in purchasing house supplies and budgeting household money to best meet family needs. Performance Objectives: The child will be able to tell two things that mother does that use mathematic skills. Methods: 1. Observe and discuss the filmstrips about mother, buying goods and services and the supermarket. 2. Discuss the jobs a housewife has that relate to math-budgeting, buying, paying bills, servicing the car, etc.	Concept: An admirable quality of conduct is the ability to make the most of what you have. Performance Objectives The child will be able to tell what he could do with his best characteristic. Methods: 1. Observe and discuss the filmstrip and record of "The Joy of Being You." 2. Discuss what each of us thinks is our best quality and what we can do to improve on it.	1. Harlandale Audio-Visual Center: filmstrip - Z-59 "Things In Groups" Arithmetic (Set of 8) Z-62 "Words for Comparing" Arithmetic (Set of 8) L-94 (PR-515) "The Joy of Being You" Who Am I? Series CC-61 "My Mother Works at Home" Mother's Work, Too CC-36 "Buying Goods and Services" Families and Services Series cassette tape - Cas. T-60 "Getting to Know the Supermarket" Let's Imagine Going Places Series Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-151 ¿Como Manejar el Dinero S-168 ¿En Donde Trabaja Mamá?	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Relations: - Ratio and Proportion	The child will be able to perform the following activities: 1. Given a sheet of pictured objects, identify the equal groups by drawing lines to match the equal groups. 2. When supplied the objects, divide a circle into halves; a square into halves and then into fourths; a rectangle into thirds. 3. Explain orally what is left of a pie if one third is removed; what is left of a square if one fourth is removed; what portion of each is greater or less than the other.	Vocabulary: divide - dividir batter - batido dough - masa butcher - carnicero beef - res Concept: Unos empleos usan destrezas de matemáticas. Un panadero tiene que saber dividir el batido o la masa, en sus tarteras de cocer. Un carnicero tiene que saber como dividir las gran mitades de res. Performance Objectives: El alumno podrá decir de una manera en que el panadero usa destrezas de matemáticas y de una manera en que el carnicero las usa. Methods: 1. Vea y discuta películas del panadero y del carnicero. 2. Discuta las necesidades de un panadero para proporcionar su batido o masa y las necesidades del carnicero para dividir carne.	1. Call a group of children to one side at the front of the room. Ask a child to call as many children as you called to the other side up front. 2. Have students on the board or on a ditto sheet, divide objects into halves, fourths, and thirds. 3. Discuss parts of the whole. If you removed 1/3 of a pie, what part is left, etc. 4. Make up story problems using portions. Example: If you brought home a firend to play with you and you only had one apple how could you divide it equally?

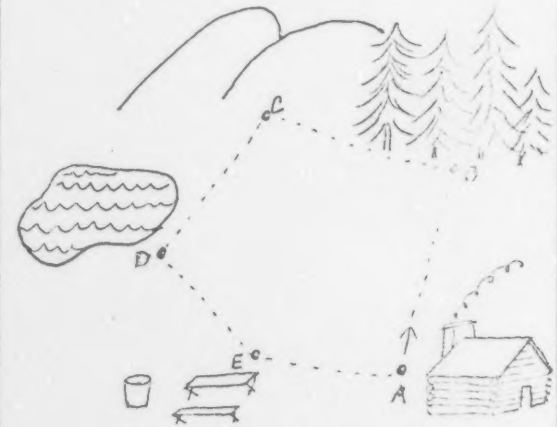
CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: A baker would have to know how to divide batter or dough into pans to bake. A butcher would have to know how to divide the big halves of beef. Performance Objectives: The child will be able to tell one way a baker would use math skills and one way in which a butcher can use math skills. Methods: 1. Observe and discuss filmstrips of the baker and the butcher. 2. Discuss the needs of a baker to know how to proportion his batter or dough, and the needs of the butcher in dividing meat.	Concept: One of the standards of character and conduct of Freedom's Code is to be kind. Performance Objectives The child will be able to tell two ways in which he can show kindness. Methods: 1. See Manual for Living With Me and Others, Level B, p. 73-81 for teaching suggestions. 2. Read story "Billy, the Bully", p. 63-68 and discuss. See Manual suggestion in Myself and Others, Blue Book.	1. Harlandale Audio-Visual Center: filmstrip - AA-2 "The Baker" AA-7 "The Butcher", Our Neighborhood Workers Series Z-58 "Wholes and Parts" Arithmetic Series (Set of 8) X-17 "Meaning of Fractions" Arithmetic, Set of two 16mm film - 16-625 "School Problems: Getting Along With Others" 6 minutes in color 2. Living With Me and Others Level B, Character Education Curriculum 3. Myself and Others, Human Value Series, Steck-Vaughn Company. Bilingual ESC Region XX: filmstrip - 66-152 Animal Friends Learn to Share Bilingual Ed. Bilingual Dept., H.I.S.D. films - S-122 Aprendiendo a Cooperar	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Relations: - Per Cent Readiness	The child will be able to perform the following activities: Tell what percentage of class made a perfect score in spelling if half of them received a perfect score.	Vocabulary: porcentaje - porcentage pollster - uno que toma opiniones political - político candidate - candidato Concept: Algunos trabajadores usan porcentages en su empleo. Ejemplo: la gente que toma las opiniones del público sobre productos o candidatos políticos. Performance Objectives: El alumno podrá decir que es lo que hace una persona que toma opiniones. Methods: 1. Discuta el trabajo de los que toman opiniones. 2. Tome opiniones en su clase, dejando que los alumnos escojan los temas. Ejemplos: A favor o encontra a--el tomar leche, el comer pescado los viernes, el usar pelo largo, un programa de televisión, etc. 3. Registre los votos y la maestra computará porcentages a favor, en contra, etc.	1. Discuss children's grades on their papers - 100 means all or 100% correct, half of [illegible] answers right would be 50% etc. 2. Discuss money valuations $1.00, 50¢ (half dollar), 25¢ (quarter of a dollar), 10¢ (one tenth of a dollar, etc.).

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Some workers use percentages in their work. Example: Pollsters (people who run opinion polls for products or political candidates, etc.).	Concept: The feeling of well being can come about suited to your work.	1. Harlandale Audio-Visual Center: filmstrip - N-11 "Sticking to Your Job" Guidance Stori[illegible]eries N-31 "Responsibilit[illegible] Conduct and Beh[illegible]ior Series K-7 "Citizens in a Democracy" Citizenship Series 2. Myself and Others, The Human Values Series, Steck-Vaughn Company.	
Performance Objectives: The child will be able to tell what a pollster does.	Performance Objectives The child will tell how he feels when he does something that he knows he has done well.		
Methods: 1. Discuss a pollster's job. 2. Run an opinion poll in your room, let children decide on a topic. Examples: For or against drinking milk, having fish on Friday, wearing hair long, a TV program, etc. 3. Record votes and the teacher will work percentages for and against or no opinion.	Methods: 1. Discuss how you would feel if asked to fly a rocket into space? Ride a bike to the corner? Which would be easier? Why? 2. Read and discuss the story, "New Shoes" from Myself and Others p. 33-43.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Measurement Units of measurement: - Length - Time - Money - Temperature - Liquid Measure - Quantities	The child will be able to perform the following activities: 1. Measure correctly at least three given objects in inches or feet. 2. Tell correct time for five given clock settings in hours, half hours and quarter hours. 3. Tell correctly the value of a penny, a nickel, a dime, a quarter and a half dollar. 4. Read a room thermometer (in rounded numbers). 5. Demonstrate correct measurement for five different quantities of water or rice using one or more of the following measures: cups, pints, quarts, half gallons and gallons. 6. Explain orally the correct meaning of pairs, dozens.	Vocabulary: measure - medir salesman - (lady) - vendedor (ra) Concept: En muchos empleos se usan las destrezas de medir. Ejemplos: vendedor de zapatos, vendedor de telas, reparadores de relojes, meteorologista, cocineros, lecheros, abarroteros, etc. Performance Objectives: El alumno podrá decir de un trabajador y las clases de medidas que hace. Methods: 1. Discuta los trabajadores que usan toda clase de medidas y como las usan. 2. Recoja retratos de equipo para medir y deje que los alumnos digan como los trabajadores lo usan.	1. Have students collect spring scales, rulers, yard sticks, thermometers, measuring cups, and pints, quarts, gallons measures, play money, minute timer, clock, calendar, cartons for dozen, pictures of pairs, etc. 2. Set up work stations for each type of measurement. Give children the opportunity to rotate to all stations to get measuring experiences with each type of measurement.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Many jobs use measuring skills. Examples: shoe salesmen, fabric salesladies, clock repairers, weathermen, cooks, dairymen, grocerymen, etc. Performance Objectives: The child will be able to tell about one worker and the kind of measuring he does. Methods: 1. Discuss the workmen who use any kind of measuring and how it is used. 2. Collect pictures of measuring devices and have children tell about the workers who use them.	Concept: One of the standards of character and conduct of Freedom's Code is to be kind and considerate. Performance Objectives The child will be able to tell the meaning of kindness and consideration. Methods: 1. Read and discuss the story "A Walkie Talkie Helps", p. 124-127 of Myself and Others. 2. Discuss ways in which we could be kind and show consideration to mother, father, sisters, or brothers, friends, teachers, classmates.	1. Harlandale Audio-Visual Center: filmstrip - X-20 "Measurement" X-21 "Telling Time" Arithmetic, Set 2 Z-56 "Cooking by Measure" Z-57 "Buying by Measure" Arithmetic (Set of 8) 16mm film - 16-217 "Everyday Courtesy" 11 minutes in color 16-89 "Kindness to Others" 11 minutes in color 2. Myself and Others, The Human Value Series, Steck-Vaughn Company. Bilingual Appendix in this Guide: Chart: "Auxiliadores de la Comunidad" Bilingual Dept., H.I.S.D. filmstrip - S-167 ¿En dónde Trabajan Los Padres?	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Geometic Concepts: - Points, lines and planes	The child will be able to perform the following activities: 1. Correctly identify and name at least three representations of given points. 2. Correctly identify and name at least one representation of a given line segment, a given ray, a given line, a given angle, and a given plane.	Vocabulary: geometry - geometría architect - arquitecto architecture - arquitectura Concept: Las destrezas de geometría se usan por los arquitectos en su trabajo. Performance Objectives: El alumno podrá decir como el arquitecto usa matemáticas en su empleo. Methods: 1. Discuta el empleo de un arquitecto. Algunos dibujan el paisaje enseñando donde van las plantas para obtener prados bonitos. Algunos diseñan casas, algunos edificios de oficinas, escuelas, tiendas, etc. 2. Deje que los alumnos examinen las heliografias para casas o edificios de algún arquitecto, también los mapas de proyectos de nuestra ciudad.	1. Draw a simple map on the board and place objects at different points and identify each. Example:  On vacation Joe stayed in a log cabin. On the map it is found at point A. He and his family took a walk to the woods at the point named __A__. There they walked to the hills at the point named _____. Their next stop was at a small lake at the point called _____. Since they were hungry they stopped at point _____ for a picnic lunch before returning home to point _____. The line A - B represents the walk from home to the woods, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The skills of geometry are used by architects in their work. Performance Objectives: The child will be able to tell how the architect uses math in his job. Methods: 1. Discuss the job of the architect. Some draw landscapes to show where to plant shrubs for pretty lawns. Some design homes, some office buildings, schools, stores, etc. 2. Have some students examine some architects' blue prints for homes or buildings, also planning maps from our own city.	Concept: Self satisfaction comes as we learn correct procedures and correct behavior in our daily lives. Examples: How to get books at a library, buy tickets to a show. Performance Objectives The child will be able to tell how to check out a book in a library or how to buy a color book at the stores. Methods: 1. Read and discuss the story, "Library Ghost" from Myself and Others, p. 45-98. 2. View and discuss filmstrips of the librarian and the library. Draw special attention to correct procedures.	1. Harlandale Audio-Visual Center: filmstrip - Y-53 "The Librarian" Community Helpers Series, Set 2 J-85 "The Librarian" Our Neighborhood Helpers Series BB-88 "The Librarian" School Series: Our School Worker T-55 (PR-365) "Let's Go To A Library" with record, Community Helpers Series cassette tape - Cas. T-20 (with filmstrip) "I Want To Be A Librarian" I Want To Be Series 2. Myself and Others, The Human Values Series, Steck-Vaughn Company. Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-154 Otros Trabajadores de la Comunidad S-166 La Gran Ciudad	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Geometry Geometric figures:	**The child will be able to perform the following activities:** Correctly name and draw at least one of the following figures: triangle, square, circle, elipse, rectangle, cone and cube.	Vocabulary: bridge - puente circle - círculo triangle - triángulo rectangle - rectángulo elipse - elipse (óvalo) cone - cono (objeto con 6 caras cuadradas) cube - cube square - cuadrado Concept: Los constructores de puentes usan destrezas de geometría en su trabajo. Performance Objectives: El alumno podrá enseñar en un modelo de un puente cuales destrezas de matemáticas se usaron. Methods: 1. Use palillos de helados y forme un cuadrado juntándolo con clavos pequeños (del estilo de caja de cigarros) en cada esquina. Muestre como le falta fuerza. Ponga otros palillos atrevezados y muestre como se le anadió fuerza. 2. Deje que los alumnos construyan un puente pequeno con palillos de helados, reenforzando donde sea necesario.	1. Use picture cards of shapes, paper or tag board cut-outs, and three dimensional objectives to show triangles, squares, circle, elipses, rectangles, cones and cylinders and name cards to match and identify the objects. 2. Have students draw each of the shapes, color (or use colored construction paper) and cut them out. Arrange into designs on vanilla paper and paste. Make a display of designs some using samples of all. 3. Observe and discuss film on shapes.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Bridge builders use skills of geometry in their work. Performance Objectives: The child will be able to show on a bridge model what math skills were involved. Methods: 1. Use popsicle sticks and form a square putting together with small (cigar box type) nails, one in each corner. Demonstrate how it lacks strength. Place cross pieces in and demonstrate the added strength. 2. Have students construct a small bridge from popsicle sticks, reinforcing where necessary.	Concept: We should respect the rights of others to hold their beliefs although we may not agree with their beliefs--tolerance. Performance Objectives The child will be able to tell some of the differences in beliefs among him and his friends or classmates. Methods: 1. Read and discuss story of "Peanuts to Eat" Myself and Others, p.74-78. 2. Discuss differences in beliefs in the room - superstitions, health habits, religious beliefs, etc. 3. Observe and discuss film and filmstrip.	1. Harlandale Audio-Visual Center: filmstrip - S-74 "Snow on Mistletoe, Christmas Around The World", Holidays and Seasons 16mm film - 16-705 "Let Have Respect" 11 minutes in color 16-297 "Introducing Shapes, Lines and Angles" 11 minutes in color 2. Myself and Others, The Human Values Series, Steck-Vaughn Company.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Graphs and Charts	**The child will be able to perform the following activities:** 1. Correctly read a laboratory thermometer. 2. Make at least one simple graphs correctly. Examples: game scores, spelling grades. 3. Make and use at least one simple map chart to show where playgrounds are located at school.	Vocabulary: chart - carta hidrográfica graph - gráfica gain - ganancia loss - pérdida profit - ganancia Concept: Muchos negocios usan carta hidrográficas o gráficas para guardar anales de gananica o pérdida de ganancias o de cantidades de materiales producidos o vendidos. Performance Objectives: El alumno podrá explicar una de las cartas hidrográficas que se estudió en esta unidad. Methods: 1. Enseñe retratos de gráficas de negocios, gráficas de muchedumbre de las compañias de libros, gráficas de localizaciones, etc. 2. Discuta la necesidad de estos anales en los negocios.	1. Use a laboratory thermometer to check temperature of water at room temperature, ice water and hot water. 2. Have students begin a graph, recording each morning the room temperature or the outside temperature to continue for a month, week or whatever time you choose. 3. Have students make a graph in the back of a notebook for recording spelling scores, math scores, P.E. game records of wins or loses, etc. 4. Have students draw an outline of the school building. Label the parking lots and girls and boys play areas, street location, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Many businesses use charts or graphs to keep a record of gain or loss in profits or in quantities of material produced or sold. Performance Objectives: The child will be able to explain one of the charts studied in this unit. Methods: 1. Show pictures of business graphs, flow charts from our textbook companies, location charts, etc. 2. Discuss the needs of businesses for records of this type.	Concept: One of the standards of character and conduct of Freedom's Code is the use of time and talents creditably. Performance Objectives The child will be able to draw pictures showing himself doing something worthwhile. Methods: 1. Read and discuss story of "Don's Plant and Donna's Plant", Myself and Others, p. 120-123. 2. See Living With Me and Others, Level B, p. 75-81 for other suggestions.	1. Harlandale Audio-Visual Center: 16mm film - 16-225 "Maps are Fun" 11 minutes in color 16-701. "Integrety" 11 minutes in color 2. Myself and Others, The Human Values Series, Stock-Vaughn Company. 3. Living With Me and Others. Level B, Character Education Curriculum. Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-151 Como Manejar el Dinero S-185 Lo que Una Ciudad Fabrica	

SCIENCE - SECOND GRADE

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
-Distinguish between living and non-living objects -Distinguish between plants and animals -Comprehend the necessities of plants and animals for life and growth -Understand that animals are alike in some ways and different in some ways	The student should be able to: 1. Circle ten living objects and "X" ten non-living objects when given a drawing. 2. Draw a picture of five plants and color them green; five animals and color them brown. 3. Explain, in his own words, why an animal needs air, food, shelter and water to live and grow. 4. Classify various animals according to their likenesses and differences when given a three-dimensional picture of them.	Vocabulary: veterinarian - veterinario animals - animales Concept: El veterinario debe saber de todas las necesidades de los animales para poder cuidarlos correctamente. Performance Objectives: El alumno discutirá, brevemente, en español, el trabajo del veterinario. Metodos: 1. Invite a un veterinario a la clase a discutir su trabajo. 2. Enséne una cinta que describe el trabajo del veterinario.	1. Have students bring in pictures of living and non-living objects and paste them in a scrapbook. 2. Construct a wall mural by having each child draw either a living or non-living object and attach it to the mural. 3. Show a film or filmstrip dealing with plants and animals. 4. Have children who have pets bring them to school at a specified time. They must be carried in a cage or container of some kind. The children inspect the pets and each child gives an account of his pet.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Veterinarian The veterinarian must know all about the needs of animals so he can care for them correctly. **Performance Objectives:** The student should be able to discuss briefly, in his own words, the work of a veterinarian. **Methods:** 1. Invite a local veterinarian to class to discuss his work. 2. Show a filmstrip depicting the work of a veterinarian.	**Concept:** One of the standards of character and conduct of Freedom's Code is to help others. **Performance Objectives:** The student should be able to tell how a veterinarian helps people as well as animals. **Methods:** Have the students draw a picture showing a veterinarian helping others.	CURRICULUM: ESC REGION 20: Films: #4721 Animals Useful To Man #4229 Curiosity Did Not Kill The Cat #4837 Sleepy Heads HARLANDALE AUDIO-VISUAL CENTER: Filmstrip: A-51 The World Of Living Things CAREER: HARLANDALE AUDIO-VISUAL CENTER: Filmstrip w/record: PR-724 My Dad-The Veterinarian BILINGUAL: ESC REGION 20: Filmstrip: #69-207 Day At the Zoo - Bilingual #69-208 Animals in Winter - Bilingual HISD AUDIO-VISUAL CENTER: Filmstrip: R-131 Animals In Winter-Bilingual S-131 Los Animales en el Invierno	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
-Know the seasons and understand how animals adapt to seasonal changes -Distinguish between hibernation and migration -Distinguish baby animals that hatch from those which are born alive	The student should be able to: 1. Identify a picture of each of the seasons correctly. 2. Draw a picture illustrating either hibernation or migration. 3. List, in writing, at least two animals that migrate and two that hibernate. 4. Tell which animals are born alive and which hatch when given pictures of ten different animals.	Vocabulary: rancher - ranchero, hacendado, ganadero Concept: El ranchero debe saber como trator y criar sus animales propiamente. Performance Objectives: El alumno dibujará un retrato que enseña al ranchero trabajando con animales pequeños. Metodos 1. Invite a un ranchero a clase a discutir su trabajo. 2. Toque una grabación de cinta de cajita que trata del trabajo del ranchero.	1. Divide up the bulletin board into four areas each representing a season. Divide up the class into four groups. Have a contest to see which group can accumulate the most seasonal pictures in a specified time. 2. Have students draw a picture showing what they like to do most during each season. 3. Have a grab bag full of toy animals. Have the students select an animal at random and tell whether it is born alive or it hatches.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Rancher The rancher must know how to treat and raise his animals properly. Performance Objectives: The student should be able to draw a picture showing a rancher at work with small animals. Methods: 1. Invite a local rancher to class to discuss his work. 2. Play a cassette tape recording dealing with the work of a rancher.	Concept: One of the standards of character and conduct of Freedom's Code is to be just. Performance Objectives: The student should be able to tell how a rancher can be just in caring for his animals. Methods: Have the students make up a story which shows how a rancher was just in performing his work.	CURRICULUM: ESC REGION 20: Films: #4689 Zoo Animals In Rhyme #8312 Pigs #4885 The Cow HARLANDALE AUDIO-VISUAL CENTER: Film: 16-603 Butterfly Mystery Filmstrips: Z-63 Through Z-68 Autumn Is Here Series Wake Up, Mr. Bear (Weather and Climate Series) CAREER: HARLANDALE AUDIO-VISUAL CENTER: Film: 16-689 Cattleman-A Rancher's Story Cassette Tape: Cas T-3 (BB-14) Animals On The Farm BILINGUAL: ESC REGION 20: Filmstrip: 63-263 Visit to a Farm - Bilingual HISD AUDIO-VISUAL CENTER: Filmstrips: R-175 Visit to a Farm S-175 Una Visita a una Granja	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
-Distinguish between animal babies which resemble their parents from those which do not -Realize that plants get what they need for growth from the soil -Understand that many plants produce and distribute seeds -Know the basic parts of a plant	The student should be able to: 1. Match, with 80% accuracy, ten pictures of young animals with their respective parents. 2. List at least two things plants get from the soil. 3. When given five seeds, name the plant that will grow from each one. 4. Relate orally, at least two ways in which seeds are distributed by plants. 5. Name at least three seeds that can be eaten. 6. When given a picture of a plant, label all the basic parts correctly.	Vocabulary: fruit - fruta farmer - granjero, labrador, campesino plant - v. plantar, n. planta seeds - semillas Concept: El granjero de fruta planta muchas clases de semillas para producir las diferentes clases de fruta. Performance Objectives: El alumno discutirá, a la satisfacción de la maestra, el trabajo del granjero de fruta. Métodos: 1. Enseñe una película o cinta que trata del cultivo de frutas. 2. Toque una grabación de cinta de cajita que describe el trabajo del granjero de fruta. 3. Invite a un granjero a la clase a discutir su ocupación.	1. Have each student grow two plants each in it's own paper cup. Have one in rich, fertile soil and one in rocky soil. Students should then make comparisons. 2. Prepare a poster board chart by gluing various kinds of seeds to it and then labeling them. 3. Show a filmstrip dealing with seeds and their methods of dispersal. 4. Visit a truck farm and identify plants and their parts.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Fruit Farmer The fruit farmer plants many kinds of seeds to produce all the different kinds of fruit. **Performance Objectives:** The student should be able to discuss, to the satisfaction of the teacher, the work of a fruit farmer. **Methods:** 1. Show a film or filmstrip dealing with fruit farming. 2. Play a cassette tape recording describing the work of a fruit farmer. 3. Invite a farmer to class to discuss his occupation.	**Concept:** One of the standards of character and conduct of Freedom's Code is to help others. **Performance Objectives:** The student should be able to show, by means of a drawing, how the fruit farmer helps others. **Methods:** Have the students role play to demonstrate how a fruit farmer is helpful to others.	CURRICULUM: ESC REGION 20: Films: #4798 Farm Babies And Their Mothers #4202 Food From Grains HARLANDALE AUDIO-VISUAL CENTER: Film: 16-421 Forest Babies Filmstrips: Z-67 Seeds Travel B-2 Story Of Seeds Phonograph Record: PR-51 The Carrot Seed CAREER: HARLANDALE AUDIO-VISUAL CENTER: Film: 16-686 Food For The City: Produce Filmstrips: X-57 The Story Of Fruits And Vegetables BB-92 Modern Agriculture BB-93 Vegetables And Fruits AA-89 Agriculture AA-10 The Fruit And Vegetable Store Cassette Tape: Cas T-5 Fruit Farming Cas T-6 Truck Farming BILINGUAL: ESC REGION 20: Films: #63-263 Visit To A Farm-Bilingual #63-266 Food From The Country Bilingual HISD AUDIO-VISUAL CENTER: Filmstrips: R-186 Food from the Country S-186 Comestibles del campo	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
-Structure, properties and changes of matter -Know that matter can exist in three forms -Recognize that some materials are mixtures of two or more substances	The student should be able to: 1. When given a list of choices, select air as being necessary for any form of matter to burn. 2. When given a list of 25 objects or substances, state with 80% accuracy, whether they are solids, liquids or gases. 3. Name at least two substances which are mixtures and two which are not.	Vocabulary: cook - cocinero chef - maestro de cocina solids - sólidos liquids - líquidos gas - gas food - comidas Concept: El cocinero o maestro de cocina usa todas clases de materia en su trabajo. Usa sólidos, líquidos, y gas en la preparación de comidas. Performance Objectives: El alumno describirá, a la satisfacción de la maestra, el trabajo del cocinero o maestro de cocina. Metodos Invite a un cocinero de restaurant o maestro de cocina a la clase a discutir su carrera.	1. Using a candle in a jack-o-lantern or under a glass jar demonstrate what is needed for matter to burn. 2. Have a fireman come to class and have the students interview him. 3. Take the class on a field trip to a fire station. 4. Present various forms of matter to the class in the form of a spelling bee and award a small prize to the students who win.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Cook or Chef The cook or chef uses all kinds of matter in his work. He uses solids, liquids and gas in the preparation of food. **Performance Objectives:** The student should be able to describe, to the satisfaction of the teacher, the work of a cook or chef. **Methods:** Invite a restaurant cook or chef to class to discuss his career.	**Concept:** One of the standards of character and conduct of Freedom's Code is to be honest. **Performance Objectives:** The student should be able to tell why it is important for all workers to be honest when doing their job. **Methods:** Have the students role play to demonstrate a cook or chef being dishonest while doing his job.	CURRICULUM: ESC REGION 20: Film: #4733 Fire-What Makes It Burn HARLANDALE AUDIO-VISUAL CENTER: Filmstrip: D-47 Plants And Their Seeds CAREER: HARLANDALE AUDIO-VISUAL CENTER: Filmstrip: Y-68 The Cafeteria Workers ESC REGION 20: Filmstrip: 63-266 Food From the Country - Bilingual	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
-Understand that machines help people do work easier and faster -Friction and machines	The student should be able to: 1. Name at least two jobs they have done which were easier because of a machine. 2. Draw at least three objects that have a rough surface and three that have a smooth surface. 3. Draw at least three simple machines that are found in the classroom. 4. When given twenty pictures of different things, circle only the simple machines.	Vocabulary: machine - máquina operator - operario, operante, máquinista Concept: El operario de máquinas pesadas debe saber que máquinas simples hacen su trabajo más fácil y como. Performance Objectives: El alumno explicará, porque le gustaría o porque no le gustaría ser un operario de máquinas pesadas. Metodos: Invite a un operario de máquinas pesadas a la clase a discutir su ocupación.	1. Have students bring in small objects from home which they think are simple machines. 2. Show a film dealing with work and simple machines. 3. Have students collect pictures of simple machines from magazines and paste them on a poster board.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Heavy Machine Operator The heavy machine operator must know what and how simple machines make his job easier. **Performance Objectives:** The student should be able to explain, why he would or would not like to be a heavy machine operator. **Methods:** Invite a heavy machine operator to class to discuss his occupation.	**Concept:** One of the standards of character and conduct of Freedom's Code is to be honest. **Performance Objectives:** The student should be able to tell why it is important to be honest in any job. **Methods:** Have the students role play to demonstrate a worker being dishonest in his job.	CURRICULUM: ESC REGION 20: Films: #4283 How Wheels Help Us #4267 How Simple Machines Make Work Easier #4755 Making Work Easier #4208 Friction All Around #4754 Making Things Move HARLANDALE AUDIO-VISUAL CENTER: Filmstrips: C-18 Machines D-13 Through D-18 Simple Machines Help Us Work Series A-54 Machines To Help Us Work CAREER: HARLANDALE AUDIO-VISUAL CENTER: Filmstrips: Z-4 Machines And Tools To Help Us Work AA-81 Excavating The Cellar Filmstrip w/record: PR-725 My Dad-The Construction Foreman BILINGUAL: ESC REGION 20: Filmstrips: 63-262 The Big City-Bilingual 63-265 What a City Makes - Bilingual HISD AUDIO-VISUAL CENTER: Filmstrips: R-167 Where Does Father Work? S-167 En Donde Trabajon los Padres?	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
-Magnetism and it's effects	The student should be able to: 1. When given two magnets, identify which poles are alike and which are different. 2. When given a compass, correctly identify each of the four directions. 3. When presented with three magnets of different strength, tell which is the strongest and which is the weakest.	Vocabulary: geologist - geólogo magnet - iman rocks - rocas oil - aceite Concept: El geólogo usa propiedades magneticas para identificar sus muestras. Performance Objectives: El alumno describirá, en sus propias palabras, el trabajo del geólogo. Metodos: 1. Invite a un geólogo de una compañia de aceite o de un colegio a la clase para que hable de su trabajo.	1. Secure a piece of lodestone and demonstrate it's magnetic properties to the class. 2. Using a magnet and objects made of various materials, demonstrate which materials are magnetic and which are not. 3. Demonstrate a magnetic field by placing a white paper over a bar magnet and sprinkling iron filings over it.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Geologist The geologist uses magnetic properties to help identify his samples. **Performance Objectives:** The student should be able to describe, in his own words, the work of a geologist. **Methods:** Invite a local geologist from an oil company or college to class and have him tell about his work.	**Concept:** One of the standards of character and conduct of Freedom's Code is to fulfill citizenship obligations. **Performance Objectives:** The student should be able to tell why a geologist must know and obey the law regarding land and trespassing. **Methods:** Have the students draw a picture showing a worker disobeying the law.	CURRICULUM: HARLANDALE AUDIO-VISUAL CENTER: Filmstrips: C-19 Magnets A-55 Magnetism and Electricity Measuring Our World Series Maps Show Us Where BILINGUAL: Filmstrip: #627 Mountains, Lands, and Volcanoes Riddle: Yo saco metales de todas las minas y arriesgo en la empresa mi salud y vida. (El Minero)	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
-Heat as a form of energy	The student should be able to: 1. When given different distances from a heat source determine at which distance it is warmest and at which distance it is coolest. 2. When given an object, tell whether it will expand or contract when heated. 3. When given a simple thermometer, read it and record the temperature in the morning, at lunch time and at the end of the school day.	Vocabulary: worker - trabajador concrete - concreto, hormigon heat - calor, acaloramiento expansion - expansion Concept: El trabajador de concreto debe saber de acalormiento y la expansion de materiales. Performance Objectives: El alumno explicará, en sus palabras, porque le gustaría o no le gustaría ser un trabajador de concreto. Metodos: 1. Invite a un trabajador de concreto a la clase a hablar de su trabajo. 2. Enseñe una cinta que trata del trabajo de construcción.	1. Have students draw a thermometer and color it to represent the following temperatures: a. ice (32°F) b. boiling water (212°F) c. the temperatureoutside 2. Using a ball and ring, demonstrate the expansion and contraction of materials. 3. Place a balloon over a bottle top and place the bottle in hot water. Then place it in cold water. Balloon will expand and then contract.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Concrete Worker The concrete worker must know about heat and the expansion of materials. **Performance Objectives:** The student should be able to explain, in his own words, why he would or would not enjoy being a concrete worker. **Methods:** 1. Invite a concrete worker to class to talk about his job. 2. Show a filmstrip dealing with construction work.	**Concept:** One of the standards of character and conduct of Freedom's Code is to be honest. **Performance Objectives:** The student should be able to tell, in his own words, what might happen if a construction worker is not honest when doing his job. **Methods:** Have the students draw a picture showing a construction worker being dishonest in his work.	CURRICULUM: ESC REGION 20: Films: #4579 Things Expand When Heated #4770 Thermometers And How They Work HARLANDALE AUDIO-VISUAL CENTER: Film: 16-293 Temperature And Wind Filmstrips: A-56 Light, Heat And Sound D-24 Why Is The Night Cooler Than The Day Hot And Cold (Weather And Climate Series) CAREER: HARLANDALE AUDIO-VISUAL CENTER: Filmstrip: AA-82 Building The Foundation	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
-Light as a form of energy	The student should be able to: 1. When presented with 20 different objects, classify them according to whether they are transparent, translucent or opaque. 2. When given a prism, break up sunlight into the colors of the rainbow. 3. When given the colors of the spectrum on strips of paper, arrange them correctly.	Vocabulary: designer - dibujante sign - letrero painter - pintor light - luz colors - colores Concept: Un pintor de letreros debe saber de luz y colores para usarlos propiamente en su trabajo. Performance Objectives: El alumno describirá, en sus propias palabras, el trabajo de un pintor de letreros o un dibujante. Metodos: Invite a un pintor de letreros a la clase a enseñar su trabajo y a discutir su carrera con los alumnos.	1. Have students draw a rainbow and color it properly. 2. Use a flashlight or candle and a a light meter to demonstrate how light can be measured. 3. Demonstrate the terms transparent, translucent and opaque by using appropriate objects like glass, waxed paper, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Sign Painter or Designer A sign painter must know about light and colors in order to use them properly in his work. **Performance Objectives:** The student should be able to describe, in his own words, the work of a sign painter or designer. **Methods:** Invite a sign painter to class to show some of his work and to discuss his job with the students.	**Concept:** One of the standards of character and conduct of Freedom's Code is to use time creditably. **Performance Objectives:** The student should be able to tell why it is important for a sign painter to use his time creditably. **Methods:** Have the students draw a picture showing a worker not using his time creditably.	CURRICULUM: ESC REGION 20: Films: #4366 Color For Beginners #4370 Light For Beginners HARLANDALE AUDIO-VISUAL CENTER: Film: 16-469 All About Light Filmstrip: C-17 Light	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
-Sound as a form of energy	The student should be able to: 1. When presented with a list of objects, identify with 75% accuracy, those through which sound travels best. 2. Given several distances from a source of sound, determine at which distances the sound is loudest and softest.	Vocabulary: telephone - teléfono repairman - reparador voice - voz sound - sonido Concept: El reparador de teléfonos nos permite oir la voz de la persona a quién le llamamos. Performance Objectives: El alumno describirá, a la satisfacción de la maestra, el trabajo del reparador de teléfonos. Metodos: 1. Invite a un reparador de teléfonos a clase a hablar de su trabajo.	1. Have students make and use a telephone constructed from strings and tin cans. 2. Have the students hold a yardstick with one end close to, but not touching, their lips. Scratch the other end lightly. They may hear it faintly. Now have them place the end of the yardstick between their teeth and repeat the scratching. The sound should seem many times louder. 3. Show a film or filmstrip dealing with sound.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Telephone Repairman The telephone repairman enables us to hear the voice of whomever we are calling. **Performance Objectives:** The student should be able to describe, to the satisfaction of the teacher, the work of a telephone repairman. **Methods:** Invite a telephone repairman to class to tell about his job.	**Concept:** One of the standards of character and conduct of Freedom's Code is to be generous. **Performance Objectives:** The student should be able to list at least two ways in which a worker can be generous. **Methods:** Have the students role play an emergency situation in which they need to use a party line telephone and how generosity would be involved.	CURRICULUM: ESC REGION 20: Film: #4268 How Sound Helps Us HARLANDALE AUDIO-VISUAL CENTER: Filmstrip: C-20 Sound CAREER: HARLANDALE AUDIO-VISUAL CENTER: Filmstrip: M-30 Telephones For The Community Filmstrip w/record: PR-693 Telephone Service BILINGUAL: ESC REGION 20: Filmstrips: 66-154 Using the Telephone-Bilingual Bilingual department: Filmstrips: R-141 Using the Telephone S-141 Usando el teléfono	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
-Geology	The student should be able to: 1. When presented with a map, identify with 75% accuracy the various plains, hills, valleys and mountains. 2. When given samples of different soils, match them all correctly with their names. 3. When given a map with lakes, rivers and oceans colored, identify each area of water as a river, lake or ocean.	Vocabulary: mapmaker - cártografo geology - geología maps - mapas Concept: El cártografo debe saber geología para hacer mapas exactas. Performance Objectives: El alumno dirá porque le gustaría o no le gustaría ser un cártografo Metodos: Deje a los alumnos que hagan un albúm de recortes que tenga muchas diferentes clases de mapas.	1. Show a film or filmstrip dealing with rocks or soil. 2. Have students begin a small rock collection. 3. Give students a handout of a map depicting plains, hills and mountains. Have them color each of the geographical features a different color.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Cartographer The mapmaker needs to know some geology in order to make accurate maps. **Performance Objectives:** The student should be able to tell why he would or would not like to be a mapmaker. **Methods:** Have the students make a scrapbook containing as many different kinds of maps as possible.	**Concept:** One of the standards of character and conduct of Freedom's Code is to help others. **Performance Objectives:** The student should be able to describe how a mapmaker helps others. **Methods:** Have the students make up a fictitious story about a mapmaker who helped others.	CURRICULUM: ESC REGION 20: Films: #4510 Rocks-Where They Come From #4543 Soil-What It Is And What It Does #4449 Our Planet Earth HARLANDALE AUDIO-VISUAL CENTER: Filmstrip: A-52 Our Home, The Earth CAREER: HARLANDALE AUDIO-VISUAL CENTER: Filmstrip: P-81 Maps Show Us Where BILINGUAL: Filmstrip: 627 Mountains, Lands, and Volcanoes.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
-Astroscience	The student should be able to: 1. Write a short paragraph describing what the earth would be like if there were no gravity. 2. Draw a schematic diagram showing the relationship of movement between the sun, moon and the earth. 3. Discuss, to the satisfaction of the teacher, where the moon obtains it's light. 4. Given several choices, select water as the substance which makes up the clouds. 5. Explain, to the satisfaction of the teacher, where the sun is on a cloudy day.	Vocabulary: astronaut - astronauta space - espacio exploration - exploración Concept: El astronauta es un trabajador muy importante. Performance Objectives: El alumno dirá porque le gustaría o no le gustaría ser astronauta. Metodos: Deje a los alumnos que hagan una colección de retratos de astronautas y la exploración del espacio.	1. Show a film or filmstrip dealing with gravity or outer space. 2. Demonstrate the positions of the sun, moon and earth using balloons and a flashlight. 3. Have a class discussion dealing with the the statement, "Everything which goes up, must come down."

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Astronaut The astronaut is a very important worker. Performance Objectives: The student should be able to tell why he would or would not like to be an astronaut. Methods: Have the students make a collection of pictures of astronauts and space exploration.	Concept: One of the standards of character and conduct of Freedom's Code is to be courageous. Performance Objectives: The student should be able to describe, in writing, at least two ways in which an astronaut is courageous. Methods: Have the students role play a situation in which an astronaut displays courage.	CURRICULUM: ESC REGION 20: Films: #4228 Gravity And What It Does #4482 The Position Of The Moon HARLANDALE AUDIO-VISUAL CENTER: Filmstrip: A-30 Night And Day Phonograph Record: PR-46 Outer Space CAREER: HARLANDALE AUDIO-VISUAL CENTER: Filmstrips: C-71 Man And The Moon C-73 Man In Flight C-74 Man In Space C-75 Flight In Space C-76 Flight Around The Moon	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
-Meteorology	The student should be able to: 1. When presented with a picture of a cloud, tell whether it is a rain-producing cloud or not. 2. Explain, in writing, why it is warmer on some days than on others. 3. When given pictures showing different kinds of weather, identify each weather condition correctly. 4. Beginning with any of the seasons, name the others in order. 5. When given the same picture taken during different seasons, identify the correct season depicted in each.	Vocabulary: meteorology - meteórologia aerial - aéreo photographer - fotógrafo weather - tiempo Concept: El fotógrafo aéreo debe tener buen conocimiento del tiempo Performance Objectives: El alumno describirá, oralmente, los deberes y las responsabilidades del fotógrafo aéreo. Metodos: Invite a un fotógrafo aereo a la clase para enseñar su trabajo y hablar de su cámara.	1. Have the students use a thermometer to measure the temperature of water, soil and air for five days. Then have them record their findings and chart them for comparison. 2. Show a film or filmstrip dealing with clouds and weather. 3. Create a bulletin board with pictures showing the different kinds of clouds.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Aerial Photographer The aerial photographer must have a good knowledge of the weather. **Performance Objectives:** The student should be able to describe, orally, the duties and responsibilities of an aerial photographer. **Methods:** Invite an aerial photographer to class to show some of his work and to discuss his job.	**Concept:** One of the standards of character and conduct of Freedom's Code is to be courageous. **Performance Objectives:** The student should be able to draw a picture showing an aerial photographer being courageous while doing his job. **Methods:** Construct a bulletin board of aerial photographs or pictures taken from magazines.	CURRICULUM: ESC REGION 20: Film: #4338 Let's Learn To Predict The Weather #4046 Axis Makes Climate HARLANDALE AUDIO-VISUAL CENTER: Filmstrips: D-22 Where Do Clouds Come From? D-23 What Is Wind? Time For Autumn & Winter Time For Spring & Summer CAREER: HARLANDALE AUDIO-VISUAL CENTER: Filmstrip: PR-721 My Dad The Photographer BILINGUAL: Riddle: Su un retrato necesito, al instante con el voy; y me lo saca bien hecho, con esmero y precision. (El fotógrafo)	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
-Ecology -soil -water -wildlife -natural resources	The student should be able to: 1. List and describe briefly the two types of soil erosion. 2. Draw a simple diagram of the water cycle. 3. State orally at least two things that can be done to help endangered animals. 4. List at least five uses of wood and why each use is important. 5. Name at least two ways in which forest fires begin. 6. Draw a diagram showing the recycling of a natural resource.	Vocabulary: soil - tierra scientist - científico erosion - erosión ecology - ecología Concept: El científico de tierra estudia la tierra y trata de prevenir erosión. Performance Objectives: El alumno dirá porque le gustaría o no le gustaría ser un científico de tierra. Metodos: Deje que los alumnos preparen un album de recortes sobre la ecología y/o conservación.	1. Demonstrate soil erosion by making a mountain or hill in a sand box and then pouring water over it. 2. Have the students collect pictures of endangered animals and place them on a class bulletin board. 3. Show a film dealing with erosion or forest fires.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Soil Scientist The soil scientist studies the soil and tries to help prevent erosion. **Performance Objectives:** The student should be able to tell why he would or would not like to be a soil scientist. **Methods:** Have the students prepare a scrapbook on ecology and/or conservation.	**Concept:** One of the standards of character and conduct of Freedom's Code is to provide security for self and dependents. **Performance Objectives:** The student should be able to tell why conserving our environment and resources helps provide security for all. **Methods:** Have the students draw a picture showing someone practicing conservation.	CURRICULUM: ESC REGION 20: Films: #4815 Erosion #4785 The Forest Works For Us HARLANDALE AUDIO-VISUAL CENTER: Filmstrips: D-11 Finding Out About Land, Air & Water A-36 Work Of Running Water CAREER: HARLANDALE AUDIO-VISUAL CENTER: Filmstrips: A-97 Saving Our Soil A-98 Enough Water For Everyone	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
-Pollution -water -air -land and soil -earth ecology	The student should be able to: 1. List at least two ways in which water can become polluted and state briefly how each situation can be corrected. 2. Name at least two ways in which the air or the soil is becoming polluted. 3. Explain briefly, how litter and trash can be responsible for the cause of many diseases. 4. Draw a simple food chain and describe briefly how predators are involved in it.	Vocabulary: pollution - contaminación environmental - del ambiente inspector - inspector Concept: El inspector del inspector del ambiente es una ocupación muy importante y satisfaciente de si mismo. Performance Objectives: El alumno describirá brevemente los deberes del inspector del ambiente. Metodos: Deje que los alumnos dibujen un retrato de un inspector del ambiente haciendo su trabajo.	1. Have a class discussion about air pollution and how the automobile contributes to it. 2. Have students collect trash on the school grounds to see how much is due to carelessness. 3. Have the students draw a picture showing water being polluted.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Environmental Inspector The job of environmental inspector is a very important and self-satisfying occupation. **Performance Objectives:** The student should be able to describe briefly the duties of an environmental inspector. **Methods:** Have the students draw a picture of an environmental inspector doing his job.	**Concept:** One of the standards of character and conduct of Freedom's Code is to provide security for self and dependents. **Performance Objectives:** The student should be able to draw pictures which compare: polluted and fresh water polluted and fresh air **Methods:** Have the students collect pictures of polluted areas to be placed on a bulletin board.	CURRICULUM: ESC REGION 20: Films: #4621 We Explore The Field And Meadow #4929 Water-A First Film CAREER: HARLANDALE AUDIO-VISUAL CENTER: Filmstrips: M-32 Water For The Community M-33 Waste Disposal For The Community	

SOCIAL STUDIES - SECOND GRADE

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Learning from the Past. - Man learns from the past and his behavior is shaped by his environments and heredity.	The child will be able to perform the following activities: 1. Name at least one place we find records of the past. 2. Tell at least one thing that he has learned from his parents and grandparents. 3. Tell whether or not he would like to live in the same area when he grows up and why he feels this way.	Vocabulary: historian - historiador research - investigación past - pasado ruins - ruinas Concept: Los historiadores, maestros, y investigadores nos ayudan a recordar el pasado. Performance Objectives: El alumno podrá nombrar dos cosas que hacen los historiadores y podrá decir porque la gente desentierra ruinas viejas. Methods: 1. Con la ayuda de los alumnos haga una lista de cuentos históricos que hemos oído. Ejemplos: Abraham Lincoln, Christopher Columbus, Cuentos de Exploradores, de los Indios Antiguos, Daniel Boone, Davy Crockett. 2. Discuta lo que hemos aprendido de estos cuentos. 3. Léales a los alumnos el libro, "Tuchin's Mayan Treasure," y discuta como se hallan los tesoros desenterrados de la tierra.	1. Let children discuss what they did last year in school. (This is history). 2. Have children retell things that grandparents have told them. 3. Have students obtain pictures from past and present for comparison. 4. Have students draw pictures of what they expect to do when they grow up. 5. Discuss what they have learned from parents at home. 6. Discuss what quality in their parents they most admire. 7. Discuss different types of homes and describe type of home they have: apartment, trailer, a house of brick, rock, wood, adobe, etc. 8. Discuss what he likes or dislikes about where he lives. 9. View and discuss film and filmstrips.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Historians, teachers, research people all help us remember the past. Performance Objectives: The child will be able to name two things historians do, and tell why people dig in old ruins. Methods: 1. List with the help of students historical stories we have heard. Examples: Abraham Lincoln, Christopher Columbus, Pioneer Stories, Indians Of Long Ago, Daniel Boone, Davy Crockett. 2. Discuss things we have learn-learned from these stories. 3. Read to children the book, "Tuchin's Mayan Treasure," discuss how treasures are found by digging in the earth.	Concept: Tolerance: People are individuals, not to be catered to, but to interact with others. Performance Objectives The child will be able to tell how he and a friend can settle their differences peacefully. Methods: 1. Share arguments that came up between himself and a friend and how they settled the arguments. 2. View and discuss filmstrips.	1. Harlandale Audio-Visual Center: filmstrips - H-5 "Then and How in Texas," Then and Now in the U.S. N-16 "Manners At Play," Good Manners Series L-80 "Playground Rules," with record PR-442, Let's Talk About Rules Series 16mmfilm - 16-38 "Colonial Children" 17 minutes B/W 2. Harlandale Schools Library: jFic Tuchin's Mayan Treasure by Foltz Bilingual ESC Region XX: film - 63-284 Mexico's History	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Responsibility for man and his environment, through adaptive behavior of the individual within the group: - Members of the family group are alike because of heredity and environment.	The child will be able to perform the following activities: Tell in what ways the members of his family are alike and in what ways they are different.	Vocabulary: experiences - experiencia relative - pariente Concent: Experiencias en su vida joven influyen la selección de carrera del alumno. Performance Objectives: El alumno podrá decir si su selección de carrera es porque conoce a alguien en esa carrera. Methods: 1. Discuta las clases de empleos de los miembros de su familia c sus parientes. 2. Permita que los alumnos digan si han escogido una carrera en la cual se encuentra alguno de la familia o algún pariente.	1. Children will pantomime household chores and have classmates identify the chore. 2. Use a bulletin board for pictures by children or from magazines of work done by members of his family. 3. Discuss how eating habits, dress habits, religion, and language spoken by all family members are similar. 4. Discuss possibilites that some of the children may grow up to do the same or similar work as father does, or as mother does.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Early experiences conditions a child's career choice. Performance Objectives: The child will be able to tell if his career choice is because of someone else's involvement in that career. Methods: Discuss kinds of jobs in his own family or relatives' families. Have children tell if they have decided upon a career that another in the family or a relative is now doing.	Concept: One of the standards of character and conduct of the Freedom's Code is honesty. Performance Objectives The child will list ways in which honesty helps his family members to be happier while making a living. Methods: 1. See Living With Me And Others, Level B, Manual p. 17-28 for teaching suggestions. 2. View and discuss filmstrips. Sing song "Honesty" from Living With Me And Others.	1. Harlandale Audio-Visual Center: filmstrips - K-43 "Promises Are Made To Keep" Developing Your Personality BB-11 "Feeling About Family, Friends and Make-Believe, with record PR-730, Our Feelings Series L-55 "The Happy Family," Social Studies: Rhymes For The Very Young Series 2. Available from ESC Region XX: Living With Me And Others, Level B, Character Education Curriculum. 3. Curriculum: The Social Sciences: Concepts and Values, Harcourt Brace Jovanovich, Inc. Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-167 ¿En donde Trabajan Los Padres?	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Responsibility: Our behavior depends on heredity and environment. - Responsibility begins in the home.	The child will be able to perform the following activities: 1. Tell how each one in the family has responsibility and name them. 2. Tell how his own responsibilities are important to the family. 3. Tell about the different environments in which he lives. Example: home, school, neighborhood, and city.	Vocabulary: family - familia housework - quehaceres domésticos chores - quehaceres de la casa Concept: Ayude al alumno a hacerse consciente de las destrezas que ha aprendido de su familia. Éstas influyen su selección de carrera. Performance Objectives: El alumno hará una lista de cinco clases de trabajos hechos en casa. Methods: 1. Recoja retratos enseñando a la gente trabajando. Guárdelos para después clasificarlos como efectos o servicios. 2. Los alumnos entrevistan a sus padres, consiguiendo información acerca de sus empleos y reportan esto a la clase. 3. Discuta los empleos en que los alumnos han ayudado en casa o en su trabajo.	1. Show pictures geared to possible activity in the homes of the particular group being taught. 2. Have students role playing using tools needed for home activities. 3. Have children draw pictures of each member of the home in some helpful activity. 4. Discuss what happens at home when the members do not accept their responsibility. 5. Discuss what would happen at school if the following did not accept their responsibilities: janitor, cafeteria ladies, secretary, teacher, students, etc. 6. Have students draw pictures, showing what our neighborhood would look like if people did not care for their lawns and trashmen did not come around, etc. 7. Choose children to read aloud (or read silently and report orally) the library books about what Daddies and Mothers do at work. 8. View and discuss filmstrips.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Help child to become aware of skills that he has learned from family. These condition a child's career choice. Performance Objectives: The child should list five kinds of work done at home. Methods: 1. Collect pictures showing people at work. Save these to later classify as goods or services. 2. Children interview parents at home, getting information about their jobs, and report on them to class. 3. Discuss the jobs the children have assisted with at home or at their work.	Concept: 1. Honesty is the key to responsibility. 2. Doing the best work possible. Performance Objectives List ways children may be honest: at home in school at the store Methods: 1. Read stories to children about the reward of happiness for honesty. 2. Observe and discuss filmstrips.	1. Harlandale Audio-Visual Center: filmstrips - BB-11 "Feelings About Family," with record PR-730, Our Feelings Series N-11 "Sticking to Your Job," Guidance Stories 2. Career Books - Available at Harlandale Schools Library: E-Pu Daddies, What They Do All Day. E-Me Mommies At Work 3. Curriculum: Social Studies Concepts And Values. Harcourt Brace Jovanavich Inc. Bilingual Bilingual Dept. H.I.S.D. filmstrips - S-109 Nuestra Familia S-123 Compartiendo Responsabilidades	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Responsibility for man and his environment through adaptive behavior of the basic group. - Family groups throughout the world live in different environments.	The child will be able to perform the following activities: Compare at least one likeness and one difference of families in another country with families in America.	Vocabulary: contractor - contratista builder - constructor building - construcción goods - efectos Concept: Muchas carreras dependen de otras carreras. Performance Objectives: El alumno podrá nombrar algunas carreras en la area de construcción. Methods: 1. Discuta constructores y todos los empleos relacionados con la construcción: arquitectos, los trabajadores que ponen la fundación, carpinteros, electricistas, plomeros, albañiles, los que ponen techos, pintores, los que proyectan y construyen jardines, hortelanos, etc. 2. Discuta como cada carrera es importante para producir un efecto. 3. Vea y discuta una película sobre la construcción.	1. Either during the unit, at the beginning or end, have each child make a family book. 2. Let the children decide whether to use some photographs, cameras and other present day techniques in their family book of their own creative drawings or some of both. 3. Children in groups might contribute to a bulletin board of some pictures of these records: cave dwellings, heiroglyphics, statues, books, scrolls, murals, decorated Indian tepees, etc. 4. Have students role play an Indian Family - girls helping mothers, boys helping fathers. 5. View and discuss filmstrips.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Many careers are dependent upon other careers. Example: the builder (or contractor). Performance Objectives: The child will be able to name some of the careers in the area of building. Methods: 1. Discuss builders and all the jobs connected with building: planners, workers who build foundations, carpenters, electricians, plumbers, masons, roofers, painters, landscapers, nursery men, etc. 2. Discuss how each career is important in producing a finished product. 3. Observe and discuss film on building.	Concept: One of the standards of character and conduct of the Freedom's Code is to be tolerant. Performance Objectives The child will find ways to "give and take" within his own peer group at school and at home, showing kindness and helpfulness. Methods: 1. See Manual for Living With Me And Other, Level B, p. 67-72 for teaching suggestions. 2. Observe and discuss film on feelings.	1. Harlandale Audio-Visual Center: filmstrips - D-80 "Family of Mexico" D-81 "Family of Guatemala" D-82 "Family of Brazil" D-83 "Family of Scotland" D-84 "Family of Yugoslavia" D-85 "Family of Israel" D-86 "Family of Jordan" D-87 "Eskimo Family" Families Around the World Series. L-96 "All Kinds Of Feelings," with record PR-517, Who Am I", Series. 2. Available from ESC Region XX: Living With Me And Others, Level B, Character Education Curriculum Bilingual Bilingual Dept. H.I.S.D. filmstrip - S-154 Otros Trabajadores De La Comunidad S-172 La Cuidad y El Campo se Necesitan uno a otro S-185 Lo Que Una Cuidad Fabrica	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Geographic Environments - Families in many environments around the world	The child will be able to perform the following activities: 1. Assist in planning and making a bulletin board display of pictures of families around the world. 2. Tell at least two ways families are alike around the world. 3. Tell at least two ways families are different around the world.	Vocabulary: goods - efectos needs - necesidades provide - surtir Concept: Muchas carreras surten efectos y servicios porque las necesidades de las familias lo exigen. Performance Objectives: El alumno podrá decir de las necesidades de éstas familias: Familias de Granjas Familias de las Ciudades Familias de Climas Calientes Familias de Climas Frías Methods: 1. Con la ayuda de los alumnos haga una lista de efectos y servicios que nuestras familias necesitan aquí en San Antonio. 2. Haga una lista en la pizarra (dictada por los alumnos) de los trabajadores que surten esas necesidades.	1. Have students draw or collect objects and pictures and place them under proper captions. 2. Use simple illustration of how the sun heats some portions of the world more. 3. Help students locate a large world map on which to find the location of families we read or study about. Use large headed pins to show general location. 4. Help students discuss many different types of homes. 5. Have students discuss the many different places to live around the world: mountains, vallleys, near lakes, or rivers, forests, deserts, near oceans, on islands, on ice. 6. Observe and discuss filmstrips: "Families around the World."

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Many careers provide goods and services because of families needs. Performance Objectives: The child will be able to tell of the needs of these families: Farm families City families Families in hot climate Families in cold climate Methods: 1. List with students' help goods and services our families need here in San Antonio. 2. Make a list on the board (dictated by students) of the workers who supply those needs.	Concept: Be kind and helpful to others. Performance Objectives The child should be able to speak kindly to peer group, to offer help, and to accept help. Methods: 1. Have students role play a situation such as putting up the dog when the man comes by to read the meter. 2. Have student role play a situation in which another is first in line and you are in a hurry. 3. Discuss ways in which we might be helpful to classmates.	1. Harlandale Audio-Visual Center: filmstrips - D-78-87 Families Around The World Series N-12 "Sharing With Others," Guidance Stories Study prints available: "Folk Dance Costumes of Europe," from Rhythms Productions. "They World Around Me," from Bowmar. 2. Curriculum: Social Studies: Concepts And Values, Harcourt Brace, Jovanavich, Inc. 3. Available from Field Educational Publications, Inc. Audio Visual Aids Kit for K-1: Filmstrips and Records, Schools, Families, Neighborhoods Record with filmstrip, "Families" Bilingual Bilingual Dept., H.I.S.D. filmstrips - S-113 Lo Que el Otono Significa para Nosotros S-185 Lo Que Una Cuidad Fabrica	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
- Geographic Specifics - People utilize resources according to needs of their environment	The child will be able to perform the following activities: 1. Show on the map where people live in cold climates and tell about at least one of the special needs of this region. 2. Show on a map where the warm or hot climates are and tell about at least two of the special needs for each region.	Vocabulary: natural resources - riquezas naturales forests - bosques minerals - minerales timber - madera Concept: Unas carreras son diferentes en muchos lugares por las riquezas naturales y las necesidades de la gente que viva en esos lugares Performance Objectives: El alumno podrá nombrar empleos que se encuentran en dos de los siguientes lugares: un puerto de mar, un aeropuerto, en unos bosques de madera, en una cuidad de minería. Methods: 1. Vea y discuta películas y cinematógrafos del puerto de mar, del aeropuerto, del bosque y los minerales de la tierra. 2. Discuta los empleos de cada area y haga una lista de los empleos de cada uno.	1. Discuss directions north, south, and cold or warm regions and locate them on a globe and a world map. 2. Have students name as many as possible of our own natural resources in our area: soil, water, clay, rock, gas, oil, mineral water, etc. 3. Discuss generally how the resources are used for our needs. 4. Discuss our needs if we lived where it was very cold or very hot.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Careers are different in many locations because of natural resources and the needs of the people living there. Performance Objectives: The child will be able to list jobs to be found at two of the following locations: a seaport, an air terminal, in timber country, in a mining community. Methods: 1. Observe and discuss films and filmstrips of the seaport, airport, forests and minerals of the earth. 2. Discuss jobs of each area and make lists of jobs in each area.	Concept: Time and talents should be used wisely to obtain the greatest good from school. Performance Objectives The child will be able to make his own schedule of his daily activities and be able to tell if he is using his time wisely. Methods: 1. Teacher leads class discussion in a general schedule for everyone - get up, dress, eat, etc. 2. Assign child to begin his own daily schedule, putting clock time when he begins a new activity.	1. Harlandale Audio-Visual Center: filmstrips - CC-36 "Buying Goods And Services," Families and Services Series Z-11 "Rocks and Minerals," True Book of Physical Science Series 16mm film - 16-225 "Maps are Fun," 11 minutes in color 16-33 "Children of China," 11 minutes in B/W 16-34 "Children of Switzerland," 11 minutes in B/W 16-36 "Children of Holland," 11 minutes in B/W 16-55 "Children of England," 11 minutes in B/W 16-56 "Eskimo Children," 11 minutes in B/W 16-108 "Navajo Children," 11 minutes in B/W 16-113 "Norwegian Children," 10 minutes in B/W 16-749 "We Want Goods and Services," 10 minutes in color 16-554 "Airport In A Jet Age," 10 minutes in color 16-421 "Forest Babies," 12 minutes in color 16-160 "We Explore Ocean Life," 11 minutes in color 16-567 "Ships Need A Harbor," 12 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
The Responsibility of man for his environment-through adaptive behavior of the basic group. - Family groups utilize resources to satisfy their needs.	The child will be able to perform the following activities: Explain orally how families began to trade services to fit their needs as cities began to develop. Name at least two services that were traded.	Vocabulary: basic - fundamental entertainment - diversión, pasatiempo Concent: Algunos trabajadores no nos surten necesidades fundamentales; algunos nos surten diversión. Performance Objectives: El alumno podrá definir un actor o actriz y podrá nombrar dos de sus actores o actrices favoritas de televisión o cinematógrafo. Methods: 1. Discuta la diferencia entre un cómico y un travieso. (Vea una película del traieso). 2. Discuta los actores favoritos y las actrices favoritas de la clase y diga porque son preferidos. 3. Vea y discuta películas de cinematógrafo y peliculas del circo.	1. Discuss briefly how cave men were self supporting, located own cave, found own food and water, etc. 2. Discuss briefly how they began inventing things to make life easier, they became more dependent upon more and more things, more than one family could provide for themselves. 3. Discuss how the best talents of each family group was used to provide for themselves and others. Examples: some families made all the tools, others trained animals, others farmed to share food with others, others did all the baking, others did all the nursing care, etc. 4. Read to the class from the book of Eskimos and discuss ways the families worked together to meet their needs.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Some workers do not supply our basic needs; some workers provide entertainment for us. Example: actor or actress Performance Objectives: The child will be able to tell definition of an actor or actress and name two of their favorite television or motion picture actors or actresses. Methods: 1. Discuss difference between comedian and a mischief maker; (view filmstrip of mischief maker). 2. Discuss class favorite actors or actresses and what traits make them favorites. 3. Observe and discuss filmstrip of motion pictures and film of the circus.	Concept: To find and make use of our talents to the best of our ability. Performance Objectives: The child will be able to tell class what he does best. Methods: 1. View and discuss filmstrips of "Chasing Rainbows" and "Trying New Things." 2. Discuss how we must be realistic about our dreams - we must have the ability to do the job.	1. Harlandale Audio-Visual Center: filmstrips - BB-10 "Feelings of a Mischief - Maker" with record PR-729 Our Feelings Series N-1 "Chasing Rainbows" Cottontail Fables Series N-41 "Trying New Things," Developing Your Personality Series AA-95 "Motion Picture," America at Work Series 16mm film - 16 -652 "Here Comes The Circus" 13 minutes in color 2. Harlandale Schools Library j998 The First Book of Eskimos by Brewster	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Economics: - Living conditions of a family group depend upon how resources are utilized to satisfy their needs. (food)	The child will be able to perform the following activities: 1. Collect and organize information and pictures of farm products for a bulletin board. 2. Match correctly word cards of goods with appropriate pictures from ten pictures and ten word cards. 3. Place an F in front of words or pictures of twenty objects that might come from a farm that have been placed on a ditto sheet. 4. Match the earth resources that produced the farm products about which he studied from ten picture of sources and ten pictures of products.	Vocabulary: survival - supervivencia farmers - granjeros dairyman - lechero grocerymen - abarroteros Concept: Las familias dependen en algunas carreras para sobrevivir. Ejemplos: granjeros, lecheros, abarroteros Performance Objectives: El alumno podrá decir que es lo que le hacen los granjeros, lecheros y los abarroteros. Methods: 1. Discuta cinematógrafos y películas. 2. Pídale a los alumnos que nombren o dibujen un retrato de productos de la granja y la lechería.	1. Pictures showing food, clothing, shelter, and other articles used by families are displayed and discussed by the children. 2. Have students display pictures of things we use. Have them match them with cards showing names of items. 3. View and discuss films and filmstrips on farming and farm products. 4. Discuss how man depends upon natural resources in order to survive and must practice conservation for survival. 5. With the students' help list on the board products of the farm, located from films, pictures, or past experiences of the children. 6. Discuss use of soil (land) and water on the farm.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Families depend upon some careers for survival. Examples: farmers, dairymen, grocerymen Performance Objectives: The child will be able to tell what the farmers, dairymen and grocerymen do for him. Methods: 1. Discuss films and filmstrips. 2. Ask children to list or draw a picture of products from the farm, and the dairy.	Concept: One of the standards of character and conduct of the Freedom Code is to help those in need. Performance Objectives The child will be able to discuss how the people responsible for producing, delivering, and retailing food are helping others achieve a better life. Methods: 1. See Manual for Living With Me And Others. Level B, p. 55-63 for teaching suggestion. 2. Discuss what our home situation would be without farm and dairy products. 3. Discuss how we can help conserve our supplies (not wasting food).	1. Harlandale Audio-Visual Center: 16mm films - 16-283 "Dairy-Farm to Door" 11 minutes in color 16-686 "Food For The City" 12 minutes in color filmstrips - N-24 "Sharing", Character Building BB-93 "Vegetables and Fruit" BB-94 "Dairy and Beef Cattle" Community Series: Agriculture and Industry AA-10 "Fruit and Vegetable Store" Our Neighborhood Workers Series CC-54 "My Dad Works In A Supermarket", Fathers Work Series CC-69 "Dairy Product Delivery" with record PR-764, Wonderful World of Work Series BB-16 "Wheat For Bread" with cassette Cas. T-3, American Farmer and Our Food Supply Series 2. Available from ESC Region XX: Living With Me and Others, Level B, Character Education Curriculum Bilingual Bilingual Dept., H.I.S.D. filmstrips - S-175 Una Visita a una Granja S-172 La Ciudad y El Campo Se Necesiton uno a Orto	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Interaction Cooperation - Man is dependent upon others for goods and services.	The child will be able to perform the following activities: 1. Tell at least three sources of his clothing. 2. Tell at least three sources of his food.	Vocabulary: grow - cultivar process - fabricar ship - embarcar commodities - comodidades Concept: Cada familia no puede producir todo lo que necesita. Se necesita otra gente para cultivar, fabricar, embarcar, y vender las comodidades. Performance Objectives: El alumno podrá: nombrar alguna gente que nos surte la comida, alguna gente que nos surte la ropa. Methods: 1. Pídale a los alumnos que le ayuden a nombrar la gente que ayuda a preparar nuestra comida. Ejemplo: granjeros, segadores, generos, empaquetadores, vendedores al por mayor abarroteros, dependientes, cajeros, cocineros, meseros, etc. 2. Pidales a los alumnos que nombren la gente que nos surte con la ropa. Vea películas y cinematógrafos y díscutalos.	1. Collect many items and pictures. Divide class into two or more groups and assign items to each group for report. (Try to include some clothing, food, spices and building materials). 2. Display pictures of transportation used to bring these items. 3. Pictures of tools used to produce these things. 4. Use a world map for students to locate sources of foods. Example: Beef comes from northern United States to Texas and Peru; Pineapple from Central Africa and Hawaii; Grren Beans from Great Lakes Area; Potatoes from northwestern United States, etc. (and local gardens) 5. Use a world map for students to locate sources of our clothing. Examples: silk from Japan, mohair from South America, wool from central United States, cotton from southern United States. 6. Observe and discuss films and filmstrips.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Each family cannot possibly produce all the things they need. People are needed to grow, process, ship and sell commodities. Performance Objectives: The child will be able to: Name some of the people who help supply our food. Name some of the people who help supply our clothes. Methods: 1. Ask children to help you list people who help preparing our food. Example: farmer, harvesters, sorters, packagers, wholesalers, grocerymen, clerks, checkers, cooks (or mother) waitresses, etc. 2. Ask children to help list the people who help in furnishing our clothing. 3. View filmstrips and films and discuss.	Concept: Any property is of value and should be cared for. Performance Objectives The child will be able to tell how he could take better care of his clothing and school supplies. Methods: 1. Observe and discuss film of "Caring For Our Things." 2. Discuss how all things have worth, even a small pencil costs money; a wild flower pulled up cannot reproduce its kind, etc.	1. Harlandale Audio-Visual Center: filmstrip - BB-93 "Vegetables and Fruits" BB-94 "Dairy and Beef Cattle" BB-95 "Cotton and Wool Fibers" BB-96 "Manufacturing Clothing" Community Series: Agriculture and Industry N-10 "Taking Care of Your Things," Guidance Stories 16mm film - 16-177 "The Clothes We Wear" 11 minutes in color 16-163 "Truck Farm" 10 minutes in color 16-574 "Bread" 11 minutes in color 16-624 "Foods From Grains" 10 minutes in color 2. Curriculum: Social Sciences Concepts and Values, Harcourt Brace Jovanovich, Inc. Bilingual Bilingual Dept., H.S.I.D. filmstrip - S-186 Comestibles Del Campo Appendix in this Guide Chart: "Auxiliadores De La Comunidad" p. 1.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Continued: - Living conditions of a family group depend upon how resources are utilized to satisfy needs.	The child will be able to perform the following activities: 1. Collect and organize information and pictures of clothing products and their sources for a bulletin board. 2. Choose one type of clothing material and tell at least three kinds of clothing that could be made from that material.	Vocabulary: clothing - ropa seamstress - costurera tailor - sastre Concept: La hechura de ropa envuelve muchas carreras. Performance Objectives: El alumno podrá nombrar cinco trabajadores que ayudan en la preparación de ropa. Methods: 1. Vea y discuta cinematógrafos y películas. 2. Discuta las partes que toman los siguientes en la preparación de ropa: labrador, cortador, pastor, sastre, hilador, costurera, tejedor, vendedor, modelista. 3. Deje que los alumnos hagan una colección de diferentes clases de hilo o estambre.	1. Have students hunt pictures from magazines or draw pictures of different types of clothing and discuss kinds of materials used to make it. 2. Have students collect fabric samples and paste them on classification charts for silk, wool, cotton, rayon, nylon, linen, orlon, leather (or the imitations) etc. 3. Have students cut material to make "paper doll" clothes for each of the seasons. 4. Discuss sources of these materials for clothing. 5. Observe and discuss filmstrip and films.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Many careers are involved in the making of our clothing. Performance Objectives: The child will be able to name five workers who assisted in the preparation of his clothing. Methods: 1. View and discuss films and filmstrips. 2. Discuss the part of these workers in clothing preparation: farmer, shepherd, spinner, weaver, pattern maker, cutter, tailor, seamstress, salesman. 3. Have students make a collection of different types of thread or yarn.	Concept: There is pride in a job well done. Performance Objectives The child will be able to explain how he feels when he is complimented for doing a job to the best of his ability. Methods: 1. Discuss feelings when a paper comes back with a bad grade or with a good grade. 2. Discuss things we have done that we were proud of. 3. Observe and discuss filmstrips on feelings. 4. Discuss how workers might feel if they did the best work they could.	1. Harlandale Audio-Visual Center: filmstrip - BB-95 "Cotton and Wool Fibers" Community Series: Agriculture and Industry. BB-8 "Feelings When Learning Is Hard," with record PR-727 BB-9 "Feelings When Learning Is Easy," with record PR-728 Our Feelings Series 16mm film - 16-585 "Cloth-Fiber To Fabrics" 15 minutes in color 16-177 "Clothing We Wear" 11 minutes in color 16-533 "How Clothing Is Made" 16-701 "Integrity" 11 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-185 Lo Que Una Ciudad Fabrica Appendix in this Guide Chart: "Auxiliadores De La Comunidad" p. 3.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Continued: - Living conditions of a family group depend upon how resources are utilized to satisfy needs.	The child will be able to perform the following activities: 1. Explain how sizes of homes vary with the size of the family and the family income. 2. Name and describe at least three different building materials for homes. 3. Explain at least one reason why some families in other countries have different homes than ours.	Vocabulary: home - hogar, casa house - casa Concept: Se toman diferentes trabajadores (diferentes destrezas) para construir diferentes clases de casas. Performance Objectives: El alumno podrá discutir los procesos de construcción de la casa que escojió para dibujar y exponer. Methods: 1. Discuta las clases de trabajadores que se necesitan para construir una choza de nieve, una tienta, cabaña rustica, una casa como la nuestra, una casa de remolque, etc. 2. Haga a los estudiantes que escojan una de las casas que se discutió y dibuje un retrato de trabajadores construyendo esa casa. 3. Haga un despliegue de las obras artisticas de los alumnos. Invite a otros a ver las exhibiciones.	1. Collect pictures of all types of homes, or construct different types of home from sticks and painted tag board, palm leaves, straw, adobe, etc. Make or draw pictures of tents, cabañas, tree houses, houseboats cabins, grass huts, igloos, cliff dwellings, regular houses (like ours) apartment houses, etc. 2. Make a display of building materials. 3. Discuss why people live in differenct kinds of homes here and in other countries. 4. Observe and discuss filmstrip and record of families around the world. 5. View and discuss other films and filmstrips.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: It takes different types of workers (different skills) to buidl different types of homes. Performance Objectives: The child will be able to discuss the building processes in the home he chose to draw and display. Methods: 1. Discuss kinds of workers it takes to build an igloo, a tent, a log cabin, a home like ours, a trailer home, etc. 2. Have students choose one of the homes that was discussed and draw a picture of workers building that home. 3. Make a display of art work of the students. Invite others to come to the exhibit.	Concept: People work best at a job that they know well and for which they have talents. (Personal satisfaction) Performance Objectives The child will tell why he feels more comfortable working addition problems than multiplying. (He knows addition). Methods: 1. Role-play jobs. (Place about 30 jobs on slips of paper. Have a student draw from a bag a slip and "act it out." 2. Discuss whether or not they felt comfortable in that job and find out why. 3. Let those who wish choose a job they think they can do and pantomine it. Others guess what it is.	1. Harlandale Audio-Visual Center: 16mm film - 16-274 "How To Build An Igloo" 11 minutes in color 16-193 "Let's Build A House" 11 minutes in color 16-639 "Shelter" 11 minutes in color filmstrip - E-11 "Building A House" E-13 "Making Bricks For Houses" E-14 "Making Glass For Houses" Clothing and Shelter Series J-86-90 How the Indians Lived Series Pictures of homes around the world available in National Geographic Magazines 2. Available from Field Education Publications, Inc. a subsidiary of Field Enterprises, Incorporated: "Families Around the World" filmstrip and record from the kit, Schools, Families, Neighborhoods. Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-166 La Gran Ciudad S-165 Las Afueros De La Ciudad	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Man is dependent upon others for production of goods	**The child will be able to perform the following activities:** 1. Explain all the processes of production of party cakes or potholders.	Vocabulary: bookkeeper - tenedor de libros business - negocio records - anales expenses - gastos sales - ventas Concept: Sin tenedores de libros los negocios no podrian guardar anales de sus gastos y ventas. Performance Objectives: El alumno dirá los deberes de un tenedor de libros. Methods: 1. Deje que los tenedores de libros del proyecto de la clase expliquen como mantienen sus anales. 2. Hágale una entrevista a la secretaria de la escuela acerca de sus deberes de mantener anales. 3. Mantenga un anal de sus gastos por una semana.	1. Discuss processes involved in the production of birthday cakes - purchasing supplies, measuring, mixing, baking, cooling, frosting decorating, selling. 2. Discuss above jobs at home (Mother does all of it) and at a bakery where there are workers for each process and many cakes are produced in comparison to one at home. 3. Plan a class project. Assign workers to buy four looms and loops to weave potholders. Some children will be designers, some weavers, some advertisers, some salespeople and two book-keepers and two treasurers. Record time spent actually working on project, costs and sales. See if profit is made. 4. Children may play store using play money or using their products if they wish.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Without bookkeepers businesses would not be able to keep records of their expenses and sales. Performance Objectives: The child will tell the duties of a bookkeeper. Methods: 1. Let the bookkeepers for the class project explain their record keeping. 2. Interview the school secretary about her record keeping duties. 3. Have students keep a record for one week of own expenses.	Concept: Bookkeepers, as well as other workers, need to accept their responsibilities for accuracy. Performance Objectives The child will be able to tell why bookkeepers need to be accurate in record keeping. Methods: 1. View film on responsibility and discuss it. 2. Discuss how mistakes can be costly to us on spelling tests, etc. 3. Discuss importance of accuracy in business records - to keep up with their profit or loss.	1. Harlandale Audio-Visual Center: filmstrip - AA-2 "The Baker," Our Neighborhood Workers Series CC-36 "Buying Goods and Services," Families and Services AA-8 "The Banker," Our Neighborhood Workers Series cassette tape - Cas. T-19 (with filmstrip) "Busy Office, Busy People" Community Helper Series N-31 "Responsibility," Conduct and Behavior record - PR-710 "Division of Labor" PR-711 "Supply and Demand" PR-713 "Distribution of Goods" 16mm film - 16-684 "Factory: How A Product Is Made" 14 minutes in color 16-749 "We Want Goods and Services," 10 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrip - S- k35 Una Visita A Un Medico	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Economics Families earn and spend	The child will be able to perform the following activities: 1. Explain how some families earn different incomes because of the jobs they perform. 2. Explain how our spending varies with our amount of income.	Vocabulary: bank - banco rentar - prestar, rendir fee - estipendio money - dinero Concept: El dinero no es de los bancos. Estos solo prestan un servicio por lo cual cobran un estipendio. Performance Objectives: Discuta las ventajas de usar dinero para las necesidades diarias opuesto a cambiar. Methods: 1. Haga el papel del banco - Un alumno puede ser el banquero y toma los depósitos. Los alumnos aprenden a sacar una cantidad menos que el depósito. El banco recibirá dinero de ahorros también. Dinero de juego se puede usar. Use un cuaderno para libro mayor en cual puede guardar anales de depósitos y las cantidades que se sacan.	1. Use collection of coins and allow children to show comparable amounts. Example: 4 quarters make a dollar. What coins equal a quarter? 2. Have students engage in activities which involves buying a product and turning it into another marketable product. Compute time spent and cost. 3. List with help from the students basic needs of food, clothing, and shelter. List other things which are almost necessities today. 4. Make up a ditto sheet of lunch menus with the price of each item. Have class decide on how much they can spend for lunch and then each will decide which foods he will be able to buy within that amount. (Keep foods simple and low cost for second grade math involved.)

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Banks do not own money - they render a service for which a fee is charged. Performance Objectives: Discuss advantages of using money for daily needs as opposed to bartering. Methods: Have students play bank - one child can be the banker and take deposits. Children learn to withdraw amounts less than deposit. Bank will receive money for savings, also. Play money may be used. Use a composition book for ledger in which to keep records of deposits and withdrawals.	Concept: Saving and wise choices are desirable traits which need to be developed. Performance Objectives The child will be able to tell how we cannot spend more than we earn. Methods: 1. With children helping, make up a very simple budget for a week, turn in unsigned slips stating rents, grocery bills, etc. 2. Discuss allowance and how it is spent. 3. Discuss the importance of saving some of our money, if at all possible for later needs.	1. Harlandale Audio-Visual Center: filmstrip - N-32 "Shopping" Conduct and Behavior Series CC-36 "Buying Goods and Services, Families and Services Series" 16mm film - 16-674 "Money In the Bank and Out" 16-731 "What Do Father Do" 11 minutes in color 16-749 "We Want Goods and Services" 10 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-151 Como Manejar el Dinero Appendix, this guide, chart: "Auxiliadores De La Comunidad" p. 9.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Adaptation social control: Others in our local environment	**The child will be able to perform the following activities:** 1. Discuss the need for authority. 2. State at least one way he can contribute by being cooperative with authority. 3. Tell at least one way rules are made to help him.	Vocabulary: laws - leyes enforce - esforzar authority - autoridad Concept: Las leyes son la autoridad por cual vivimos y mucha gente está comprometida en hacer y esforzar las leyes. Performance Objectives: Nombre algunas personas que hacen las leyes y algunas que las ponen en ejecución. Methods: 1. Discuta como las leyes son hechas en nuestra ciudad para nuestra protección. 2. Brevemente discuta nuestro gobierno municipal nombrando los gobernadores: mayor, los del concilio, el director, los encabezados de departamentos, etc. 3. Compare con la organización de la escuela.	1. Children discuss how patrols help. 2. Children formulate rules about behavior in halls, cafeteria and playground that will help others. 3. Have student make a list of persons who have helped him today. 4. Have students list their own duties. 5. Discuss rules (or laws) in general: rules for home, church, schools, parks, theaters, stores, streets, etc. 6. Discuss the reactions of the children to the rules at home, at school, etc. 7. Role play: (have children take the parts of parents and some be the children). Examples: A child wanting to stay up late. A child who went down the street to play without permission. A child who thinks he has too many chores. 8. View and discuss films and filmstrips.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Laws are the authority we live by and many people are involved in making and enforcing laws. Performance Objectives: Name some of the people who make laws and some who enforce them. Methods: 1. Discuss how laws are made in our city for protections of all of us. 2. Have students briefly discuss our city government, naming our "rulers:" mayor, city councilmen, city manager, department heads, etc. 3. Compare with school organization.	Concept: The tolerant person does not insist that everyone must think and do exactly as he wishes. Performance Objectives The child will tell their feelings when someone has been tolerant or intolerant. Methods: 1. The teacher will act as moderator and ask questions such as: "How do you feel when you "strike out" in a ball game?" (or miss a jump rope) "How did others react to your mistake?" "Did some laugh?" "Did some sympathize?" "Did some scold?" 2. Discuss the right thing to do.	1. Harlandale Audio-Visual Center: filmstrip - N-6 "We Work Together" Cottontail Fables N-20 "Fair Play," Character Building Series N-10 "Taking Care of Your Things," Guidance Stories N-45 "Leaders and Followers" Developing Your Personality E-4 "Our Police Department" Community Services 16mm film - 16-705 "Let's Have Respect" 11 minutes in color 16-566 "The City and It's People," 11 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-152 El Policia	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Responsibility for man and his environment through adaptive behavior of the basic group -The family group teaches the child the social behavior of his culture.	The child will be able to perform the following activities: Tell what he believes good behavior means and why he believes this to be true.	Vocabulary: individual - individuo persistence - persistencia Concept: Algunas carreras se desarrollan por la persistencia de algún individuo en hallar una necesidad y luego en satisfacerla. Performance Objectives: El alumno podrá contar de alguna carrera extraordinaria y de como empezó. Methods: Discuta algunas carreras extra-ordinarias: trabajador de hospital de muñecas, reparador de cuadros de retratos, fabricantes de globos gigantes (en formas de animales y de gentes).	1. Show pictures for children to analyze without fear of social disapproval. 2. The children will participate in class decision making, such as class rules, program for parents, etc. 3. Prepare a chart that illustrates a common social expression in three different languages. 4. Children make a class mural, showing families doing things together: such as eating, cleaning yards, picnicing, entertaining, etc. 5. Discuss good manners rules children learned at home. 6. Discuss how these rules for home can apply at school.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Some careers develop because of an individual's persistence in finding a need and filling it. Performance Objectives: The child will be able to tell of some unusual career and how it began. Methods: 1. Discuss some unusual careers: doll hospital worker, picture frame repairer, giant balloon makers (animal and people shapes).	Concept: One of the standards of character and conduct of the Freedom's Code is to be fair. Performance Objectives The child will be able to tell how good manners and playing fair will help workers. Methods: 1. Discuss how the need for playing fair is necessary in school. 2. See Manual for Living With Me And Others, level B, p. 39-44 for suggestion. 3. Discuss how workers can benefit from playing fair with the ones with whom they come in contact.	1. Harlandale Audio-Visual Center: filmstrip - N-13 "Good Manners At Home" N-17 "Manners At School" Good Manners Series P-35 "Personal Relationships" P-38 "Personal Appearance" P-39 "School Functions" P-40 "You're In Public" Getting Along With Others Series N-20 "Fair Play" Character Building Series L-77 "Walking to School" with record (PR-439) Let's Talk Rules Series 2. Available from ESC Region XX: Living With Me and Others Level B, Character Education Curriculum.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Government: - People often disagree but can learn to settle differences.	The child will be able to perform the following activities: Participate in a problem-solving group situation, giving his opinions and assisting in finalizing the situation peacefully.	Vocabulary: livelihood - modo de vivir counselor - consejero, abogado lawyer - abogado, licenciado Concept: El modo de vivir de alguna gente es auydándole a otra gente con sus problemas. Ejemplo: consejero, abogados. Performance Objectives: El alumno podrá explicar como un abogado puede ser útil. Methods: 1. Discuta algunas ocaciones en las cuales hay veces que no podemos resolver nuestros problemas y tenemos que conseguir auyda profesional - como la de un abogado. 2. Vea y discuta la película y el disco sobre las cortes. 3. Discuta algunas cosas que hacen los abogados. 4. Pídale a un abogado que venga a la clase para una entrevista.	1. Discuss what causes arguments. 2. Have children volunteer an incident in which they were involved in an argument, and how it was settled. 3. Read book to children of the "Trying Day" and discuss the incidences and how they were resolved. 4. View and discuss film and filmstrips. 5. Listen to stories from Guidance tape and answer the questions on the tape. 6. Plan a procedure or guide for handling disputes at home, at school, and at play.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Some people's life work is helping people with their problems. Example: counselors, lawyers. Performance Objectives: The child will be able to explain how a lawyer could be helpful. Methods: 1. Discuss possibilities that there are times when we cannot solve our problems and must seek professional help-such as a lawyer. 2. View and discuss the film and record about courtrooms. 3. Discuss some things lawyers do. 4. Ask a lawyer to come to school for an interview.	Concept: We should treat others the way we would like to be treated. Performance Objectives The child will be able to explain the things he could do that would show his consideration for others. Methods: 1. Have class dictate a list of behaviors (good manners) that would follow the golden rule. 2. Observe and discuss the filmstrip "I Beg Your Pardon." 3. Discuss what we should do when we do offend someone.	1. Harlandale Audio-Visual Center: filmstrip - L-83 "I Beg Your Pardon" First Concepts Filmstrip Library Series CC-78 "A Trip To Court," with record PR-770 Classroom Journeys Series 16mm film - 16-735 "Liberty and Justice" 10 minutes in color MT-233 Guidance Vista Tape Series II, for K-2 2. Harlandale Schools Library: jFic The Sorely Trying Day by Hoban Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-151 Como Manejar El Dinero S-126 Ayudantes Para Nuestra Escuela Appendix in this guide chart: "Auxiliadores De La Comunidad," p. 9.	

SUGGESTED BILINGUAL ACTIVITIES FOR SCIENCE

1. Make a bilingual science booklet using the science vocabulary in this guide by finding pictures from magazines or drawing their own pictures to illustrate the words.

2. Make a bilingual science career booklet using the careers studied in this guide. They will find pictures to illustrate them. They will then write a three sentence paragraph in Spanish for each picture.

3. Given a vocabulary list of 10 science career words, the child will be able to match the English word to the Spanish word.

4. Say tasks done by science workers and have children identify persons performing those tasks. This is to be done in English and Spanish.

   Example:

   1.) Este señor es un doctor de los animales.
   El veterinario

   2.) Este señor cría animales en su rancho.
   El ranchero

   3.) Este señor planta muchas clases de semillas para producir diferentes clases de fruta.
   El granjero de fruta

   4.) Esta persona prepara muchas comidas
   El concinero

   5.) Este señor maneja maquinas pesadas.
   Operario de maquinas

   6.) Este señor encuentra aceite en la tierra.
   geólogo

   7.) Esta persona trabaja con concreto.
   El trabajador del concreto

   8.) Este señor hace letreros.
   El pintor de letreros

   9.) Este señor repara teléfonos.
   El reparador de teléfonos

   10.) Este señor prepara mapas.
   El cartógrafo

   11.) Esta persona hace viajes a la luna.
   El astronauta

   12.) Esta persona toma fotos aéreos.
   El fotógrafo aéreo

   13.) Este científico estudia la tierra y la erosión.
   El científico de tierra

   14.) Esta persona estudia la contaminación del agua, aire, o tierra.
   El inspector del ambiente

5. The children will make 5 oral sentences in Spanish and 5 oral sentences in English using the vocabulary words in the career awareness column.

6. Play an association game. Associate objects with the career in which they are used. Names of the objects may be in English or Spanish.

   Examples:

veterinario - animal enfermo, medicina
ranchero - vacas, caballos, reata, hierro de marcar
granjero de fruta - semillas, azadón, pala
cocinero - olla, estufa, cuchára, comidas
operario de máquinas - guantes, gasolina
geólogo - imán, rocas

trabajador de concreto - concreto, arena, paleta
pintor de letreros - pintura, brochas, letreros, regla
reparador de telefonos - alambre, teléfono
cartógrafo - regla, mapas

astronauta - traje espacial, tanque de oxígeno, capsula, cohete espacial
fotógrafo aereo - cámara, película, avión
científico de tierra - instrumentos, tierra
inspector del ambiente - instrumentos, agua, tierra

7. Railroad Track
Draw a railroad track on a poster board. Make two signs "To Mexico" and "To U.S.A." Place "To Mexico" at one end and "To U.S.A." at the other end. Tape or paste pictures on the spaces between the ties. Start at either end. If a child starts at the end which says "To Mexico" he will say the names of pictures in Spanish. If he starts at the end which says "To U.S.A." he will say them in English.

8. Career Bingo
Play a bingo game by using pictures of career workers and objects they use. The bingo cards may contain the pictures; the caller may call out the names in English or Spanish. Or, the cards may just contain the words, in English or Spanish which the caller calls out.

9. Roll calling can be fun.
Why not let rollcalling be a creative exercise? Announce: "Today when I call the roll, answer by naming your favorite career." Suggestions for other roll calls may be -
Favorite science career
Favorite math career, etc.
Favorite bird
Favorite animal

El Policía

El policía

la placa

el silbato

la pistola

la macana

la funda pistolera

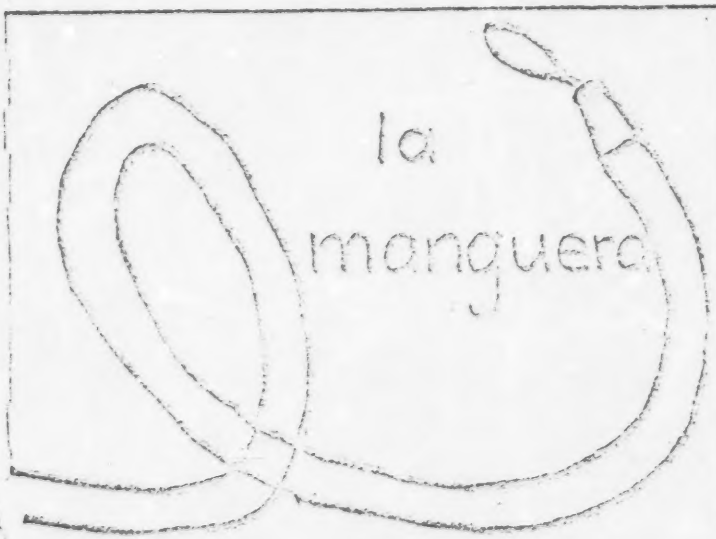
El Bombero

el
bombero

el
casco

la
escalera

el hacha



la
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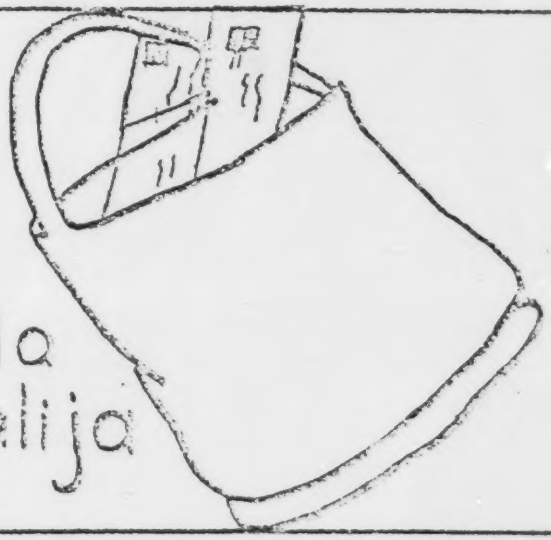
el cartero



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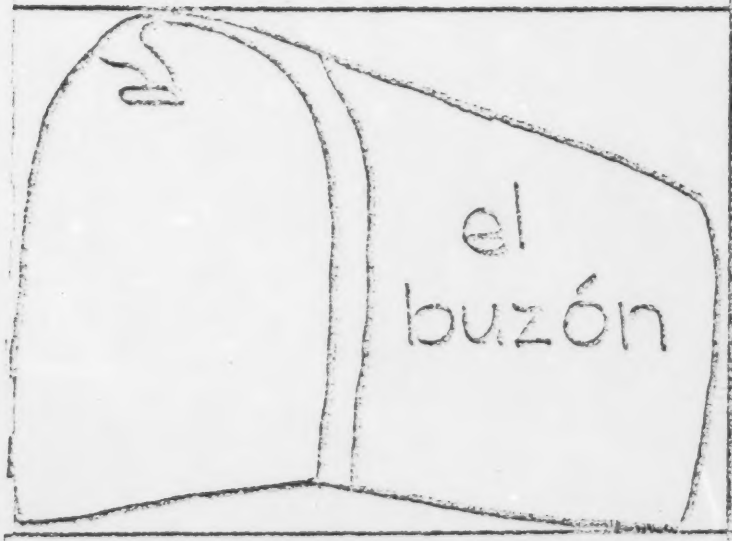
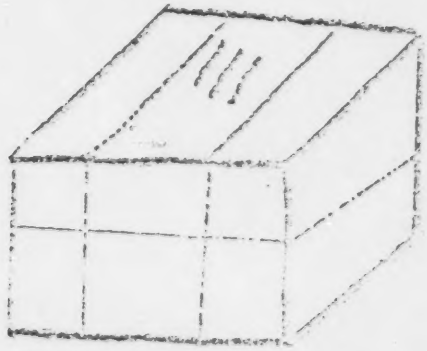


el buzón

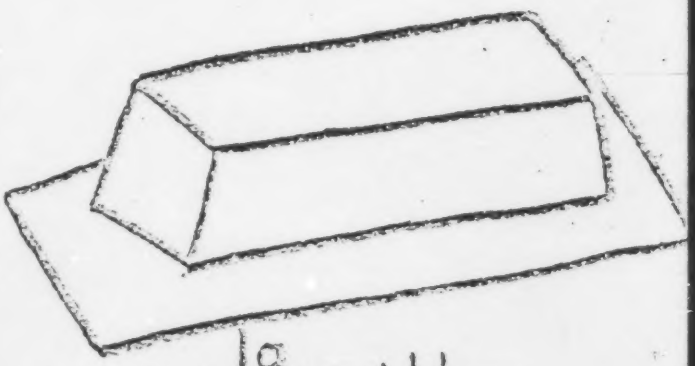
la carta



el paquete

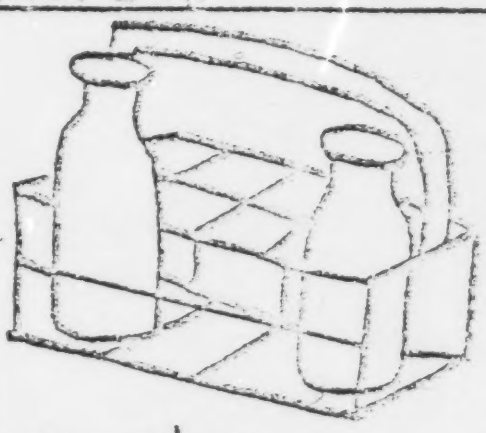
El lechero

el lechero

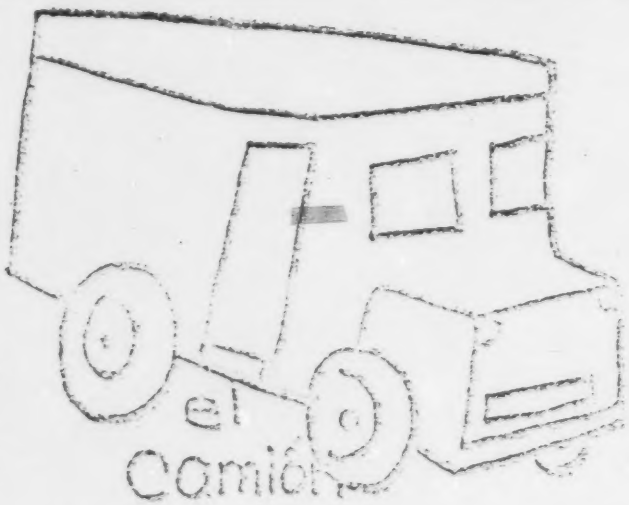


la mantequilla

la leche



la canasta

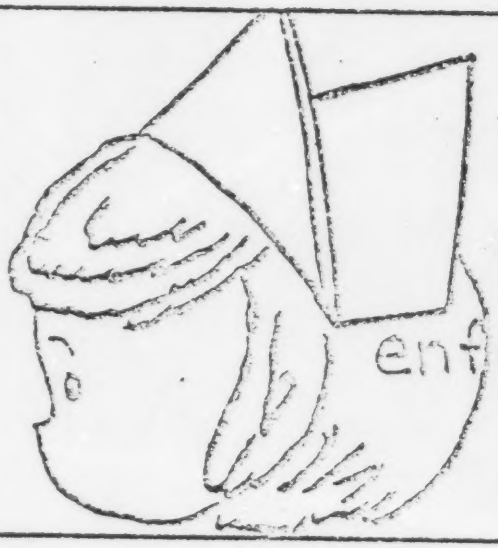


el camión

El Doctor

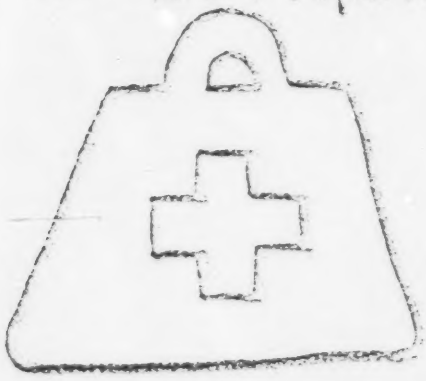
V-ES-24

el doctor



la enfermera

el botiquín

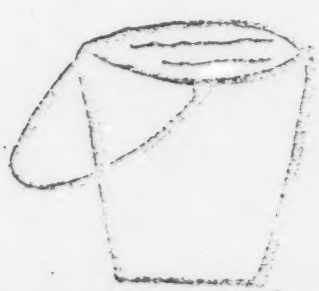


el espejo oteoscópico

la jeringa

el estetoscopio

El Jardinero



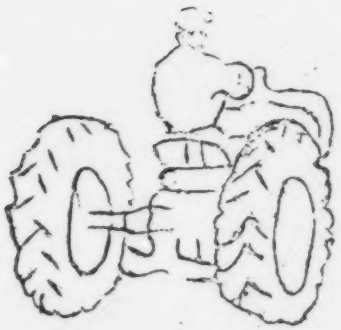
el balde

las semillas

AUXILIADORES

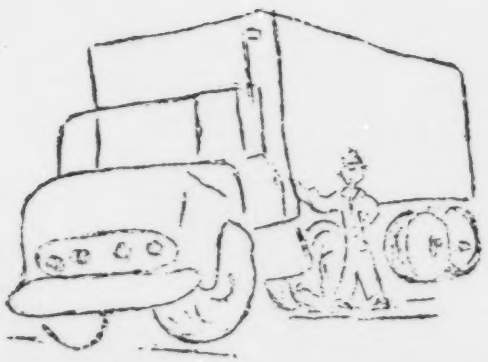
DE LA

COMUNIDAD

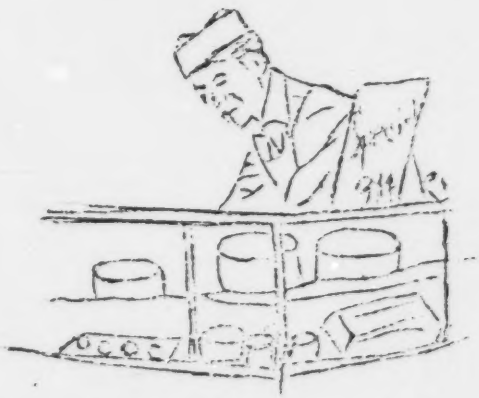


El labrador siembra su cosecha.

El panadero coce el pan blanco y el pan dulce.



El hombre que conduce un camion puede traer fruta, cajas de comida, o animales para carne.



El tiendero nos vende la comida. El compra mucha comida y luego se la vende a los clientes.

El sirviente o la sir enta nos serven la comida cuando vamos a un restaurante, fonda o un lugar donde su serve comida.

El entregador ayuda a poner la comida en el carro. También unos llevan la comida a la casa del cliente.

El carpintero construye la casa.

El pintor pinta los cuartos y también pinta las paredes de afuera de la casa.

El plomero compone la cañería del agua que que se necesita en nuestra casa.

Un alambrado se encarga de aparatos electricos en nuestras casas.

Las fincas o casas de ladrillo las hace el albañil.

El labrador planta el algodon. Después la pisca gente o una machina. Después lo hacen una bala.

El sastre corta y hace vestidos.

Ella es costurera. Ella hace vestidos para las mujeres y niños.

La dependienta vende la ropa que el sastre y la costurera hicieron.

El médico nos cura cuando estamos enfermos.

El dentista cuida que nuestros dientes esten en buena condición.

El boticario nos prepara las medicinas.

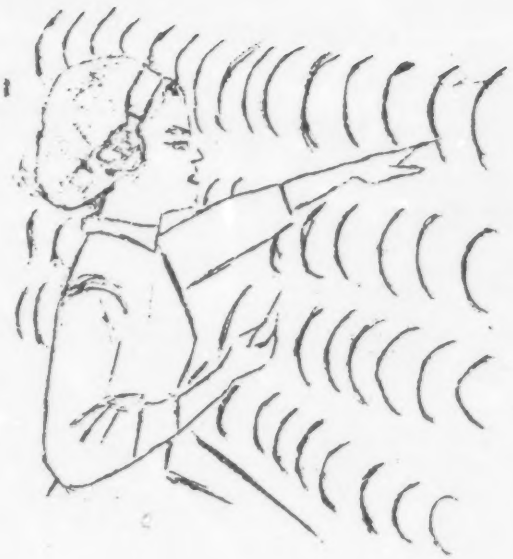
La enfermera le ayuda al médico

La mamá vigilante cuida a los niños cuando cruzan la calle.

El bombero nos ayuda cuando hay encendios en nuestras casas.

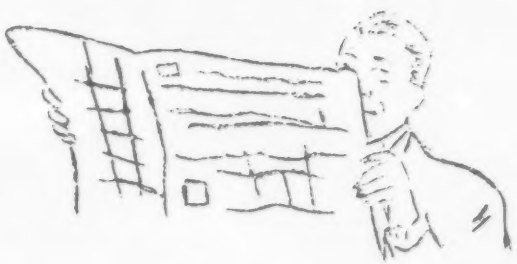
El soldado sirve a su país cuidando nuestra libertad.

El locutor de radio anuncia noticias y comerciales.



La telefonista nos ayuda a comunicarnos con otra persona.

El cartero nos entrega las cartas a nuestra casa.



El trabajador de periodico escribe las historias. Otro trabajador hace el impreso.

El conductor de taxi nos conduce al lugar que deseemos. The taxi driver takes us where we want to go.

El autobús sigue una ruta fija.

El ferrocarril carga comida, muebles, minerales y carros.

El mecánico nos ayuda a componer nuestros carros.

El piloto conduce un avión. El avión camina a gran velocidad y distancia.

La aeromosa nos sirve la cena en el avion.
The stewardess serves our food when we are on an airplane.

labrador

plomero

cartero

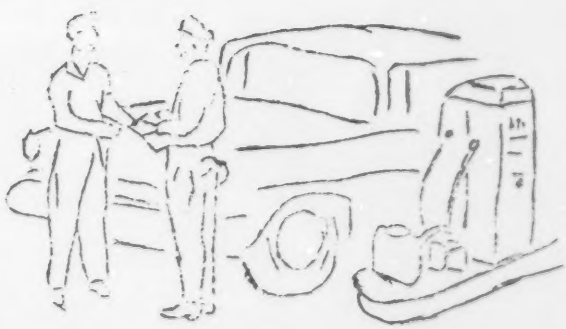
costurera

policía

conductor de autobús

serviente de gas

trabajador de televisión



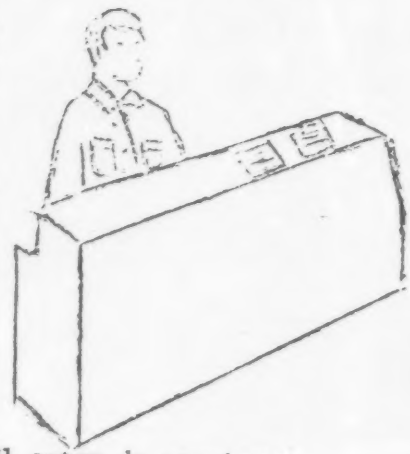
El aposentador lleva a la persona a su asiento.

El portero del parque nos ayuda a tener el parque limpio.

El trabajador del carnaval nos ayuda a tener buen tiempo en el carnaval.

El dependienta nos ayuda cuando compramos un jugete.

Vemos un reportero cuando ocurre algo interesante.



El autor de canciones escribe lo que el siente.

Unos actores son vaqueros. Otros son cómicos.

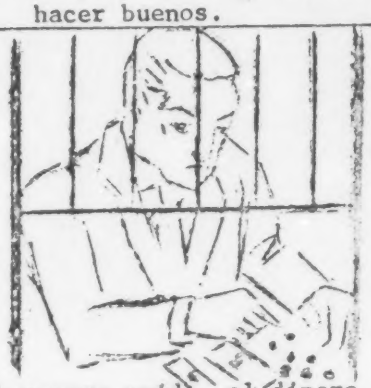
El trabajador de un museo sabe mucha historia.

La bibliotecaria se encarga de los libros en la biblioteca.

Un abogado estudia las leyes.

Un predicador o sacerdote ayuda a hacer buenos.

El maestro nos ayuda a aprender a leer y escribir.



El banquero cuida el dinero que los individuos depositan.

La Peinadora compone el pelo de las mujeres para que se vean bonitas.

El barbero tiene por oficio afeitar o cortar el pelo.

El serviente de gas nos ayuda cuando el carro de la familia necesita gas.

Este trabajador de la communidad deseo yo ser.

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Afueras de la Ciudad, Las	FS	Educational Projections Corp.		C
Agriculture	FS	Eye Gate House, Inc.		C
Airport in a Jet Age	16mm	Churchill Films	10	C
All About Light	16mm	Centro Films Corp.	11	C
All Kinds of Feeling	Rec-FS	Scholastic Kindle Films		C
Animal Friends Learn to Share	FS	Educational Projections Corp.		C
Animales en el Invierno, Los	FS	Educational Projections Corp.		C
Animals in Winter	16mm	Encyclopedia Britanica	11	B/W
Animals on the Farm	Cas.T-FS	Eye Gate House, Inc.		C
Animals Useful to Man	16mm	Encyclopedia Britanica	11	B/W
Aprendiendo a Cooperar	FS	Educational Projections Corp.		C
Autumn Is Here Series	FS	Jam Handy Organization		C
Axis Makes Climate	16mm	Sterling Educational Films	7	C
Ayudantes para Nuestra Casa	FS	Educational Projections Corp.		C
Ayudantes para Nuestra Escuela	FS	Educational Projections Corp.		C
Baker, The	FS	Eye Gate House, Inc.		C
Banker, The	FS	Eye Gate House, Inc.		C
Bread	16mm	Encyclopedia Britanica	11	C
Big City, The	FS	Educational Projections Corp.		C
Building a House	FS	Curriculum Inc.		C
Building the Foundation	FS	Eye Gate House, Inc.		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Burro Que Pretendió Ser Leon, El	FS	Educational Projections Corp.		C
Busy Office, Busy People	FS	New York Times		C
Bus Driver, The	FS	McGraw-Hill		C
Butterfly Mystery	16mm	Moody Institute	10	C
Buying Goods and Services	FS	McGraw-Hill		C
Cafeteria Workers, The	FS	McGraw-Hill		C
Can You Tell Why	FS	L.C. Proctor		C
Caperucita, La (Kit)	Rec-FM	Kenworthy Educational Services		C
Cattleman-A Rancher's Story	16mm	Encyclopedia Britanica	22	C
Chasing Rainbows	FS	Encyclopedia Britanica		C
Children of China	16mm	Encyclopedia Britanica	11	B/W
Children of England	16mm	Encyclopedia Britanica	11	B/W
Children of Holland	16mm	Encyclopedia Britanica	11	B/W
Children of Switzerland	16 mm	Encyclopedia Britanica	11	B/W
City and Its Peope, The	16mm	Film Associates of Calif.	11	C
Ciudad y el Campo Se Necesitan Uno a Otro, La	FS	Educational Projections Corp.		C
Clifford Gets a Job	Rec-FS	Scholastic AudioVisual		C
Clothes We Wear	16mm	Churchill Films	11	C
Cloth Fiber to Fabrics	16mm	Encyclopedia Britanica	15	C
Colonial Children	16mm	Encyclopedia Britanica	11	C
Color For Beginners	16mm	Coronet Films	11	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B&W
Comestibles del Campo	FS	Educational Projections Corp.		C
Como la Gente se Gana la Vida	FS	Educational Projections Corp.		C
Como Manejar el Dinero	FS	Educational Projections Corp.		C
Como Viajamos	FS	Educational Projections Corp.		C
Compartiendo Responsabilidades	FS	Educational Projections Corp.		C
Cotton and Wool Fibers	FS	McGraw-Hill		C
Courtesy for Beginners	16mm	Coronet Films	11	C
Cow, The	16mm	Churchill Films	10	C
Curiosity Did Not Kill The Cat	16mm	Allan King Associates	11	C
Dairy and Beef Cattle	FS	McGraw-Hill		C
Dairy- Farm to Door	16mm	Charles Cahill	11	C
Dairy Product Delivery	Rec-FS	Denoyer Geppert		C
Dances Part I # 55	Record	Bowmar Orchestral Library		
Day at the Zoo	FS	Educational Projections Corp.		C
Distribution of Goods	FS	Aims Instructional Media		C
Division of Labor	FS	Aims Instructional Media		C
Doctor, The	FS	Encyclopedia Britanica		C
¿En Dónde Trabaja Mama?	FS	Educational Projections Corp.		C
¿En Dónde Trabajan los Padres?	FS	Educational Projections Corp.		C
Enough Water for Everyone	FS	Encyclopedia Britanica		C
Erosion	16mm	Bailey Film Associates	11	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Eskimo Children	16mm	Encyclopedia Britanica	11	B/W
Everyone Helps in a Community	16mm	Churchill Films	13	C
Excavating the Cellar	FS	Eye Gate House, Inc.		C
Exploring Punctuation Series	FS	Society for Visual Education		C
Factory: How a Product is Made	16mm	Encyclopedia Britanica	14	C
Fair Play	FS	Encyclopedia Britanica		C
Families Around the World Series	FS	Encyclopedia Britanica		C
Farm Babies and their ! hers	16mm	Encyclopedia Britanica	11	C
Feelings About Family, Friends and Make Believe	Rec-FS	Scott Education		C
Feelings of a Mischief Maker	Rec-FS	Scott Education		C
Feelings When Learning Is Easy	Rec-FS	Scott Education		C
Feelings When Learning Is Hard	Rec-FS	Scott Education		C
Figuring Things Out	Rec-FS	Scholastic Kindle Series		C
Find Another Word	FS	Eye Gate House, Inc.		C
Finding Out About Land, Air, and Water	FS	Svekon Films		C
Fire: What Makes It Burn	16mm	Encyclopedia Britanica	11	C
Flautista de Jamelin, El	FS	Kenworthy Educational Services		C
Food for the City: Produce	16mm	Encyclopedia Britanica	12	C
Food From the Country	FS	Educational Projections Corp.		C
Food from Grains	16mm	Coronet Films	11	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Forest Babies	16mm	Grover Productions	11½	C
Forest Works for Us, The	16mm	Universal Visual Arts	11	C
Flight Around the Moon	FS	Encyclopedia Britanica		C
Flight In Space	FS	Encyclopedia Britanica		C
Friction All Around	16mm	McGraw-Hill Films	7	C
Fruit and Vegetable Store, The	FS	Eye Gate House, Inc.		C
Fruit Farming	Cas.T.	Eye Gate House, Inc.		
Golden Rule, The: A Lesson for Beginners	16mm	Coronet Films	11	C
Good Manners at Home	FS	Encyclopedia Britanica		C
Gran Ciudad, La	FS	Educational Projections Corp.		C
Gravity and What It Does	16mm	Coronet Films	11	C
Happy Family, The	FS	Eye Gate House, Inc.		C
Here Comes the Circus	16mm	Sterling Films	13	C
Hombre de Pan de Janibre	FS	Educational Projections Corp.		C
Honesty	Rec	Character Education Curriculum		
Honesty	FS	Encyclopedia Britanica		C
How Clothing is Made	16mm	Film Associates	14	C
How Indians Lived Series	FS	Jam Handy Organization		C
How to Build An Igloo	16mm	National Film Bureau	11	C
How Wheels Help Us	16mm	Coronet Films	11	C
How Simple Machines Make Work Easier	16mm	Coronet Films	11	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
I Beg Your Pardon	FS	Educational Reading Series		C
I Have Feelings Like Yours	Rec-FS	Scott Education		C
I Stand For Truth	Record	Character Education Curri.		
Integrity	16mm	Independent Film Producers	11	C
Joy of Being You	Rec-FS	Scholastic Kindle Series		C
Just Like Me	16mm	Thorne	7½	C
Kindness	FS	Encyclopedia Britanica		C
Leaders and Followers	FS	Encyclopedia Britanica		C
Learning Letter Sounds	FS	Houghton-Mifflin Co.		C
Let's Build a House	16mm	Churchill Films	11	C
Let's Have Respect	16mm	Charles Cahill	11	C
Let's Learn to Predict the Weather	16mm	Coronet Films	11	C
Let's Write a Story	16mm	Churchill Films	11	C
Letter and Sounds Series	Tapes	Houghton-Mifflin Company		
Letter Writing for a Reason	FS	Society for Visual Education		C
Librarian	FS	McGraw-Hill Co.		C
Light	FS	Encyclopedia Britanica		C
Light for Beginners	16mm	Coronet Films	11	C
Light, Heat, and Sound	FS	Society for Visual Education		C
Listening Skills 1A,1B	Tapes	Science Research Asso.		
Long Vowels	FS	Jam Handy Organization		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Lo Que el Otoño Significa para Nosotros	FS	Educational Projections Corp.		C
Lo Que una Ciudad Fabrica	FS	Educational Projections Corp.		C
Machines	FS	Encyclopedia Britanica		C
Machines to Help Us Work	FS	Society for Visual Education		C
Machines and Tools to Help Us Work	FS	Society for Visual Education		C
Magnetism and Electricity	FS	Svekon Films		C
Magnets for Beginners	16mm	Coronet Films	11	C
Make Alphabetizing Work for You	FS	Society for Visual Education		C
Making Bricks for Houses	FS	Curriculum Inc.		C
Making Glass for Houses	FS	Curriculum Inc.		C
Making Things Move	16mm	Encyclopedia Britanica	11	B/W
Making Work Easier	16mm	Encyclopedia Britanica	10	B/W
Man and the Moon	FS	Encyclopedia Britanica		C
Man In Flight	FS	Encyclopedia Britanica		C
Man In Space	FS	Encyclopedia Britanica		C
Manners at Play	FS	Encyclopedia Britanica		C
Manners at School	FS	Encyclopedia Britanica		C
Manufacturing Clothing	FS	McGraw Hill		C
Maps are Fun	16mm	Coronet Films	11	C
Maps Show Us Where	FS	Educational Reading Services		C
Marches # 54	Record	Bowmar Records		
Measuring Our World Series	FS	Educational Reading Series		C

AUDIO -VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Men in Blue: Policemen in Action	FS	Educational Reading Services		C
Mexico's History	16mm	Coronet Films	11	C
Modern Agriculture	FS	McGraw Hill		C
Motion Picture, The	FS	Eye Gate House, Inc.		C
Mountains, Lands, and Volcanoes	FM	Educational Productions Corp.		C
My Dad, The Construction Worker	Rec-FS	Scott Education		C
My Dad, The Photographer	Rec-FS	Scott Education		C
My Dad, The Veternarian	Rec-FS	Scott Education		C
My Dad Works in the Supermarket	FS	Educational Reading Service		C
Name the Picture	FS	L. C. Proctor		C
Navajo Children	16mm	Encyclopedia Britanica	11	B/W
Neighborhoods are Different	16mm	Encyclopedia Britanica		C
Neighborhood Pharmacist, The	FS	Eye Gate House, Inc.		C
Night and Day	FS	Encyclopedia Britanica		C
Norwegian Children	16mm	Encyclopedia Britanica	10	B/W
Nuestra Familia	FS	Educational Projections Corp.		C
Oaxaca, Ciudad de Bailes	16mm	Bailey Film Associates	11	C
Otros Trabajadores De La Comunidad	FS	Educational Projections Corp.		C
Our Home, The Earth	FS	Society for Visual Education		C
Our Police Department	FS	Encyclopedia Britanica		C
Outer Space	Record	Golden Record		
Our Planet Earth	16mm	Sterling Educational Films	9	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Patito Feo, El	FS	Educational Projections Corp.		C
People Packages	Rec-FS	Scholastic Kindle Series		C
Personal Appearance	FS	McGraw-Hill		C
Personal Relationships	FS	McGraw-Hill		C
Pigs	16mm	Churchill Films	11	C
Plants and Their Seeds	FS	Walt Disney Productions		C
Playground Rules	Rec-FS	Southwest Media Films		C
Policeman, The	FS	Encyclopedia Britanica		C
Policeman, The	FS	McGraw Hill		C
Policía, El	FS	Educational Projections Corp.		C
Possessives, Contractions, and Abbreviations	FS	Society for Visual Education		C
Position of the Moon, The	16 mm	Sterling Educational Films	8	C
Prefixes and Suffixes	FS	Eye Gate House, Inc.		C
Promises are Made to Keep	FS	Encyclopedia Britanica		C
Rainshowers (Creative Expression)	16mm	Churchill Films	14	C
Read-On Diagnostic Testing	Cas. T.	Singer-Random House		
Repairman, The	FS	McGraw Hill		C
Resolviendo Problemas Personales	FS	Educational Projections Corp.		C
Rocks and Minerals	FS	Society for Visual Education		C
Safe and Sound	FS	Society for Visual Education		C
Safety at School	FS	Encyclopedia Britanica		C
Saving Our Soil	FS	Encyclopedia Britanica		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
School Functions	FS	McGraw Hill		C
School Workers	FS	McGraw Hill		C
Seeds Travel	FS	Jam Handy Organization		C
Select the Best Title	FS	L. C. Proctor		C
Select the Best Words	FS	L. C. Proctor		C
Sharing	FS	Encyclopedia Britanica		C
Sharing with Others	FS	Encyclopedia Britanica		C
Shelter	16mm	Encyclopedia Britanica	11	C
Ships Need a Harbor	16mm	Film Asso.	12	C
Shopping	FS	Curriculum Inc.		C
Short Vowels	FS	Jam Handy Organization		C
Sights and Sounds Library	Books & Records	Random House		
Simple Machines Help Us Work Series	FS	Jam Handy Filmstrip		C
Sleepy Heads...	16mm	Stanton Films	10	C
Soil: What it Is and What It Does	16mm	Coronet	11	C
Specialists For Our Homes	FS	McGraw Hill		C
Sticking to Your Job	FS	Encyclopedia Britanica		C
Stories Behind Words	FS	Curriculum Inc.		C
Story Book People	FS	L. C. Proctor		C
Storymaker	16mm	Churchill Films	14	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Story of Fruits and Vegetables, The	FS	Society for Visual Education		C
Story of Seeds	FS	Eye Gate House, Inc.		C
Supply and Demand	FS	Aims Instructional Media		C
Taking Care of Your Things	FS	Encyclopedia Britanica		C
Taxco--Ciudad de Plata	16mm	Bailey Films Associates	10	C
Teacher, The	FS	McGraw Hill		C
Telephones for the Community	FS	Encyclopedia Britanica		C
Telephone Service	Rec-FS	Denoyer-Geppert		C
Temperature and Wind	16mm	Charles Cahill	11	C
Then and Now in Texas	FS	Encyclopedia Britanica		C
Thermometers and How They Work	16mm	Encyclopedia Britanica	10	C
Things Expand When Heated	16mm	McGraw Hill Films	10	B/W
Thinking for Yourself	FS	Encyclopedia Britanica		C
Thoughtfulness	FS	Encyclopedia Britanica		C
Time for Autumn and Winter	FS	Educational Reading Series		C
Time for Spring and Summer	FS	Educational Reading Series		C
Traffic Safety	FS	Encyclopedia Britanica		C
Transporte es Importante, El	FS	Educational Projections Corp.		C
Tres Chivos Gruff, Los	FS	Educational Projections Corp.		C
Trip to Court, A	Rec-FS	Troll Associates		C
Truck Farm	16 mm	Coronet	10	C
Truck Farming	Cas.T-FS	Eye Gate House, Inc.		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Trying New Things	FS	Encyclopedia Britanica		C
Una Visita a una Granja	FS	Educational Projections Corp.		C
Una Visita a Un Médico	FS	Educational Projections Corp.		C
Using Capital Letters and Punctuation	FS	Society for Visual Education		C
Using Punctuation Marks	FS	Filmstrip House		C
Using the Telephone	FS	Educational Projections Corp.		C
Usando el Teléfono	FS	Educational Projections Corp.		
Vegetables and Fruits	FS	McGraw Hill		C
Visiting an Airport	CAS.T.	Eye Gate House, Inc.		
Visiting a Farm	Cas.T.	Eye Gate House, Inc.		
Visit to a Farm	FS	Educational Projections Corp.		C
Walking to School	Rec-FS	Southwest Media Services Inc.		C
Waste Disposal for the Community	FS	Encyclopedia Britanica		C
Watchmaker and Jeweler, The	FS	Eye Gate House, Inc.		C
Water-A First Film	16mm	Bailey Film Associates	11	C
Water for the Community	FS	Encyclopedia Britanica		C
We Explore Ocean Life	16mm	Coronet	11	C
We Explore the Field and Meadow	16mm	Coronet	11	C
We Make Choices	16mm	Arthur Barr Productions Inc.	10	C
We Want Goods and Services	16mm	Arthur Barr Productions Inc.	10	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
We Work Together	FS	Encyclopedia Britanica		C
Weather and Climate Series	FS	Educational Reading Series		C
What a City Makes	FS	Educational Projections Corp.		C
What Do Fathers Do?	16mm	Raymar Educational Films	11	C
What is a Sentence?	FS	Filmstrip House		C
What is Wind?	FS	Jam Handy Organization		C
What Liberty and Justice Means	16mm	Raymar Educational Films	10	C
Wheat For Bread	Cas.T.-FS	Eye Gate House, Inc.		C
Where Do Clouds Come From?	FS	Jam Handy Organization		C
Where Does Father Work?	FS	Educational Projections Corp.		C
Who Cares About Jamie?	16mm	Smartfound	18	C
Words and Your Work	Tape	Society for Visual Education		
Words Telling How, When, Where	FS	Filmstrip House		C
Words That Describe Things	FS	Filmstrip House		C
Words That Name Things	FS	Filmstrip House		C
Words That Show Action	FS	Filmstrip House		C
Work of Running Water	FS	Svekon Films		C
World of Living Things	FS	Society for Visual Education		C
Writing Conversation	FS	Filsmstrip House		C
Yendo a la Escuela con Seguridad	FS	Educational Projections Corp.		C
You're In Public	FS	McGraw Hill		C
Zoo Animals in Rhyme	16mm	Coronet Films	11	C